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THE LIBRARY JOURNAL

VOL. 56 November 1, 1931 No. 19

The Reader, The Librarian and the Book
Jennie M. Flexner

Adult Education and The Library Staff
Milton J. Ferguson

"Tomorrow is Just Another Day"
Lutie E. Stearns

Librarians in Bookselling

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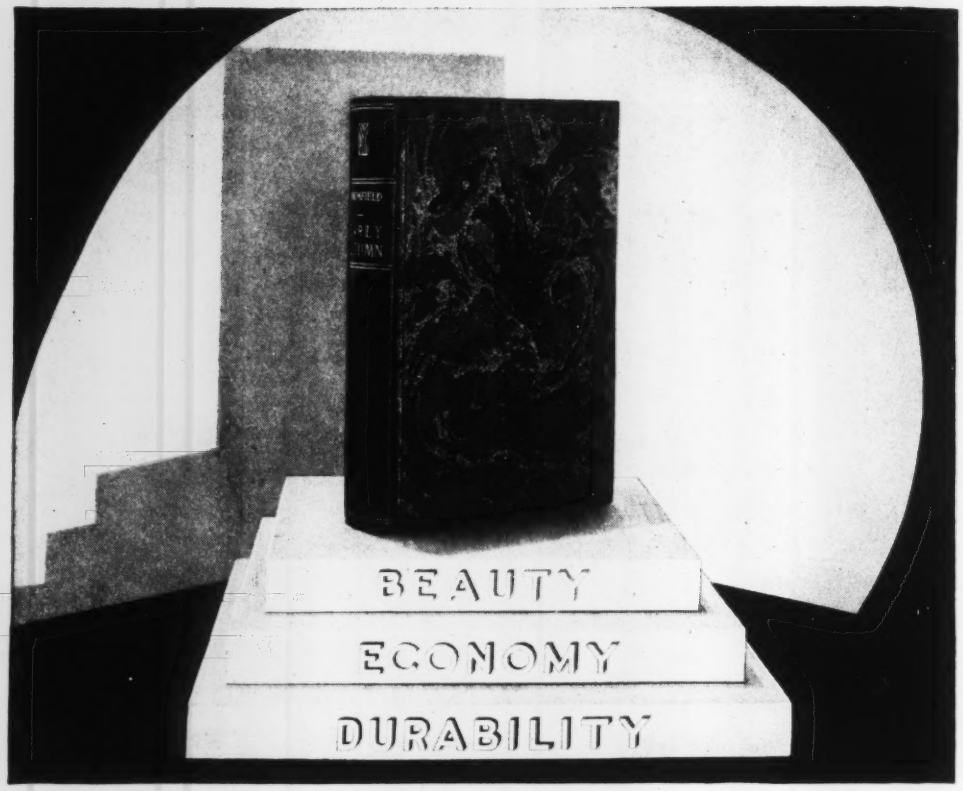

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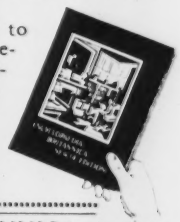

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The subject headings, when possible follow those in H. G. T. Cannons' Bibliography of Library Economy (Chicago: American Library Association, 1927), to which the monthly lists in the LIBRARY JOURNAL form a continuing supplement. A cumulation of the unannotated lists published in the LIBRARY JOURNAL during 1927 may be found in the AMERICAN LIBRARY DIRECTORY SUPPLEMENT 1928 (R. R. Bowker Co., 1928, p. 201-211). It is planned to issue annotated lists similar to the present bibliography at regular intervals.

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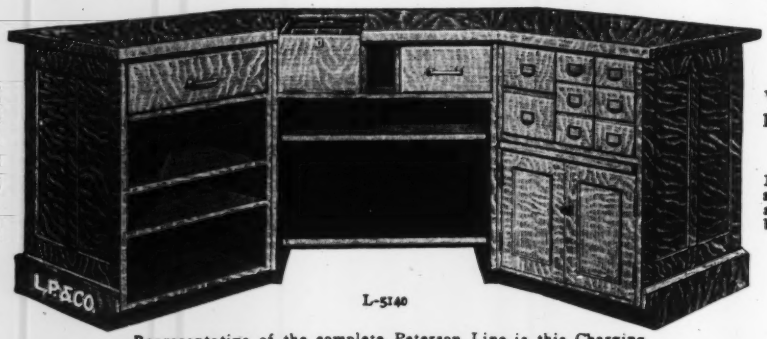

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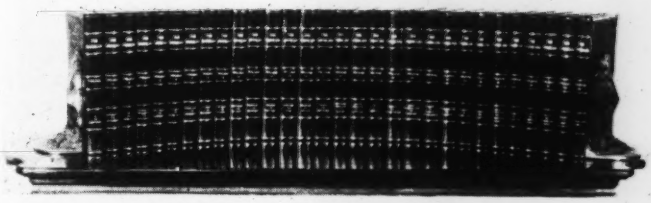

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VOL. 56, No. 19 NOVEMBER 1, 1931

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Forthcoming Issues of THE LIBRARY JOURNAL

Three excellent articles are waiting for the November 15 number: "What the Librarian Wants," by Karl Brown; "Men Behind the Books," by William Warner Bishop; and "Fiction That Elevates, Educates, or Enervates," by Earl Browning.

Two articles on building a large reference collection are planned for the December 1 issue; one by Marilla Freeman of the Cleveland Public Library, the other by Katherine Moody of the St. Louis Public Library. In this number, also, we hope to present a bibliography of Yiddish books from 1927-1931 by Jennie Meyrowitz of the Queens Borough Public Library. Librarians will recall previous bibliographies by Miss Meyrowitz on this same subject, over a period of years, in THE LIBRARY JOURNAL.

Have you noted the extension of the Forecast of New Books each month? We are trying to make this as complete a check list as possible and would appreciate comments as to whether the amount of space devoted to it, in each first-of-the-month-issue is justifiable.

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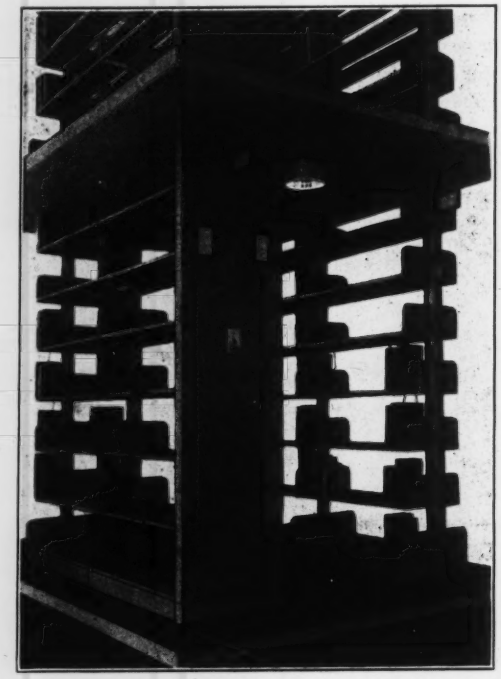

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THE LIBRARY JOURNAL

The Reader, The Librarian and The Book

By JENNIE M. FLEXNER

Readers' Advisor, New York Public Library, New York City

THERE IS a stirring in the world today — a movement toward books — a concern with education and with thinking, that in its far-reaching sweep probably exceeds any similar activity since the Renaissance. When with the thirteenth century in Europe there dawned that complicated resurrection of capacity and vigor which developed within the next two hundred years into the educational, the literary and artistic revival, and which affected the whole western world, art and letters flourished as the very expression of the age. Philosophic thought and scientific discovery—the substance of history itself—struggled to a new beginning. Though more than two centuries before the art of printing was introduced, there were books and libraries, there were bookmen and collectors and there was an astonishingly liberal sense of the duty motivating those who owned such books to lend them to those who would make good use of them, with the proper guarantee for their return. To acquire knowledge was coming to be a more vital concern of many men, and books were few and precious. It is still a thrilling thing to think of that powerful sense of need which was behind the long struggle to make the production of books easier and cheaper, to make their ownership more possible for the workers who with all their skill as artists, as craftsmen and as artisans had but little possibility of access to books.

We have come a long way from St. Louis of France, from Richard de Bury and those cloistered collections which held within them the germs of progress, and we have learned and forgotten the same lessons over and over again in these centuries. Because of the astonishingly modern ideas of certain thirteenth century librarians, may it not be wise for the twentieth century to be very sure that though it moves it advances, it improves and above all that it tests its progress by the sternest scrutiny?

This questioning attitude seems of particularly vital importance because something of the same push and surging mass movement toward books is to be found in the world today. Russia needs only to be mentioned. Her millions will read. They will have books, books which may or may not reflect the whole history of what is happening in the destruction and rebuilding of a civilization. China, perhaps, presents a more complicated problem with its re-creation not only of its alphabet, but of its traditional attitude toward learning. But the stirring, the movement is there too. Eastern Europe, Western Europe, both of the Western Continents, in one way or another are reaching out for books and for the power to be gained through their intelligent use. They represent a basic factor in the acquiring of that necessary education regarded today by the individual as his right.

What in this age of perfected mechanical

production and distribution is the part that the librarian is to play? What is the librarian's responsibility to the reader, and to the potential reader? What is the librarian's responsibility for books?

A casual investigation of the libraries in this country enumerates so many millions of registered borrowers scattered from coast to coast, so many millions of books bought, cataloged and circulated by hand or by machine for all who come and ask. But the function of the librarian must exceed the mere mechanical dispensing of books. The machine, the printing press is capable of supplying enough print for those who clamor to read, but is the librarian to be forced into becoming merely a human appendage to this machine, the more or less feeling and living channel through which the mass is fed such books as it desires?

Only those who are familiar with the librarians' side of this problem realize the valiant stand that is being made. Determined men and women there are who will not let the pressure of demand made by the mass crowd out completely the sense of the need of the individual for a book, and the librarian's relation to this need. Under such pressure, however, where is the opportunity for critical analysis of this situation to be developed? A mere survey of externals will not suffice but there must be as well a careful weighing of essential values, of the price that the community must pay for the situation which exists. In the creation of this condition the community has at least a share of responsibility.

These are some of the questions to be met and faced squarely. Is the easy accessibility of print to be a menace? What will be the results as far as public taste is concerned of a generation of tabloid reading? What is the relation of the radio to reading habits? What can librarians do with regard to the huge mass of readers who are in no way associated with the library? What could be done, as conditions exist, if potential readers become actual readers?

Librarians have always assumed more or less responsibility for the direction of reading. What special equipment do we bring to this task, beyond the willingness to serve as far as personal ingenuity, intuition and good and serious intentions lead us? These are matters being widely and intensively considered. In many places, the efforts to meet these problems have assumed definite form. A statement of techniques involved in such efforts would probably show a widespread diversity, and a resemblance only in aim. In some type of community survey to be evolved may lie the basis on which such beginning efforts could stand. If this is a fact, then the librarian needs to know all that the sociologist, the economist and the psychologist know about such a procedure.

But even that is not enough. Experience has taught the librarian many things—among others that it is impossible at the point at which we stand to interpret such findings in terms of mathematical analysis. The quantities to be measured do not lend themselves to such a basis. Interest-finding techniques, the subjects that appeal to general readers are being studied intensively at the Graduate Library School of the University of Chicago. The skills of the student of education are to be found in the equipment of these students. There is real hope among librarians that here may lie beginnings which can be accepted and followed. But there are serious and unanswered questions here too.

Those who work with books and people know, probably without the ability to chart the sources of this accumulated experience, that expressed interest in books or topics tells only part of the story. They also suspect strongly that any group or community to be measured may be basically artificial in its assemblage. The immeasurable, inarticulate, reluctant, incoherent or erratic reader needs the library's services. Also there is not to be forgotten the latent interest, unsuspected by the reader himself, and developed often in a flash that is instantaneous, almost a mechanical fusion. The experience of the reader and the experience of the author combine and open up or create new and expanding avenues of interest. The librarian who supplies readers only what they say they want, verbally or by means of statistics, may be grossly negligent and singularly lacking in the imagination that should be the gift of those who undertake to make accessible to men and women the books they vitally need.

This attitude is not intended to suggest any lack of interest in experiment, any reluctance to try anything that can be offered to extend the librarian's capacity to cope with the situation. It merely means that a questioning attitude must be maintained to new ways of doing the work to be done, as well as to the old ways. It means that a serious unwillingness must be developed as a protection against too quick or superficial generalizations. It also means that the enthusiasm with which librarians regard their work and their opportunity must be directed and guided by a sense of respect for what the years have taught. Though perhaps no such formalized results may be shown as in the teaching of other more

exact professions, a respectable body of information has been accumulated and librarians themselves should not be too quick in abandoning these results in favor of untried theories. The duty to re-examine, to evaluate as progress is made never ceases to be a primary function. A capacity to absorb the new and assimilate it, rather than to be absorbed by more or less unrelated techniques seems called for now. The ability to look forward as well as backward with imagination, understanding and appreciation seems of vital importance at this point. The part that is to be played in the future relation of libraries to education and to life depends on the freshness of interest implied in some such attitude to work with books and readers.

The library's increasingly important place in formal education is everywhere recognized. Whether it be the heart of the university campus or the center of the elementary school, the use of the library is year by year more widely related to the work that goes on within the educational institution. Not very long ago, a text book was often enough for a student. Now, though he be child or man, he demands source material — collateral reading, supplementary books for uses often suggested by his own interests. This reliance on the library by the reader, this widely developing capacity for the use of books in the best way should not cease with school or college. It must be a habit too firmly grounded to slip into disuse. The library must be prepared to help the reader keep the impetus thus acquired.

However, the duties of the librarian as builder, as important as these are, do not always offer the major opportunities. One likes to think of an advancing profession, composed of men and women not only well equipped but moving ahead with the times, qualified in broad ways to act as interpreters of book collections. To interpret a library, a librarian must have a wide, catholic taste for books; a habit of continuous and critical reading; a grasp of the boundaries of a book collection as a unit, and its possible relation to the interests and activities of the group using it and always an unfaltering faith in the power of the book to make its own appeal to hold the reader. The function of the librarian as interpreter holds the imagination. Opportunity lies in the realization that most often real education is indirect, that in order to understand one thing something else must usually be learned first; that mere literacy is relatively a matter of small importance unless coupled with habits of mental activity; that readers who would find the best in books must not only be taught to use the library, but must more often be helped to develop a capacity to select materials for themselves. Does it also lie within the librarian's function to help the reader in developing a critical attitude to what he reads?

Are librarians ready to act as interpreters? When will communities grasp the need and extend so generous a support to libraries that this opportunity may be developed in its wide implications? What does this broader function connote in addition to general education and professional training? What of the specialist in relation to the question of interpreting the library?

The librarian as interpreter must be released from the pressure which makes the use of books as the tools of his profession their chief reason for being. There must be achieved a certain decent leisure, not only to read, but to weed and be familiar with the mass of current books. There should be as well the chance to maintain a familiar acquaintance with the really great old books to be found in almost every library, to re-read many books and reconsider their relation to changes in life and thought. How in an age so full of distractions and pressure are the youth of coming generations to be helped to find the beauty in old books, if the librarian cannot with a sense of assurance and familiarity lead the reader back as well as forward?

It was John Locke who said "Education begins the gentleman, but reading, good company and reflection must finish him.

"Those who have read of everything are thought to understand everything too; but it is not always so. Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours. We are of the ruminating kind and it is not enough to cram ourselves with a great load of collections; unless we chew them over again, they will not give us strength and nourishment."

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—From *Society and Solitude*.

Adult Education and the Library Staff

By MILTON J. FERGUSON
Librarian, Brooklyn, New York, Public Library

SO MUCH has already been said on the subject of adult education that I would rather, in true library fashion, give you references to the proceedings of the conferences of A[a] E than to attempt to offer you any thoughts or suggestions of my own. However, if that plan were adopted, meetings like this one could be carried on by correspondence; and we should lose the beauty and glory of the Lake Placid scene when nature is spreading the magic touches of her autumnal adornment with a daring hand.

There must be something worthy of our attention in this subject of adult education, else we should not go on year after year wondering whether it should be given in big doses or little, and seeking to find out whether it is our particular job to prescribe, or the other fellow's. Our profession is not exactly a science—has not that topic been under debate of late?—so it is impossible for us to demonstrate things by laboratory or mathematical tests. In fact I do not know that logic can save us either. It may be just as reasonable and satisfactory for us to hold that we practice an art of variable aspects and sometimes bewildering complexities; and that the results we obtain, far from being scientifically exact, are dependent on the deft hand and alert mind of the practitioner, and also on that most uncertain thing in this world, the brain of the subject. Is it not true, you who practice culinary artistry, that a light touch has more to do with an acceptable dish of biscuits than the slavish following of an excellent recipe? Our position in society as the purveyor of a food of sorts gives us, perhaps, the right to help out in the art, the science, or the game of keeping human brains alive and active as long as human frailties will permit. It would seem reasonable, too, that unlike the bootlegger, we ought with an easy conscience to consume some of the wares we offer the public.

The background of the average librarian—if there be such a creature—gives him, or her, little enough reason for assuming the place of leader in an intellectual project of variable elements. There were, of course, giants in the yesterdays as there are full-statured men, mostly women, now in library ranks; but the popular book dispensary of today does not for several reasons parade a staff comparable to a college or high school faculty in its preparation and its pretenses. To be sure there is a strong movement, and has been for several years, looking toward more thorough grounding of librarians in all branches of knowledge; and in time librarianship for the assistant may be something else than a sleight of hand trick whereby books are properly charged to readers on the outgo, and unfailingly discharged on the return. I have a deep sympathy for the staff of a system which I know rather well because so many of its members must so constantly handle books, out and in, in and out, and so seldom experience the joy of opening a book to an inquiring mind. My interest in adult education is not alone, therefore, limited to the public but takes in librarians who as human beings should be kept alive and eager.

Library schools are the development of apprentice methods and training classes whose purpose usually was to familiarize a small group or an individual with the peculiar methods of a particular library. Often such training was more a handicraft than an art or a science. There were two types of the old time librarian: the scholar who was not to be disturbed in the solemnity of his retreat, and the handy man who might not know so much about any one thing but was clever at satisfying the people and needed a job the people somehow felt obliged to provide him. Both of them were the result of natural conditions over which schools and training classes have little influence. There was good in both; and it is sincerely to be hoped that library schools may not uproot the species but may Burbank the strain into greater usefulness.

Nevertheless with the wider spread of libraries of all kinds it is now generally required that librarians, preliminary to employment, shall have had certain courses of training. A few years ago high school graduation would admit the candidate to the training class. Then quite recently with the economic depression, with the long list of teachers awaiting employment, and with the slump in the demand for A. B.'s to sell bonds, college graduates flocking to library training classes have made it possible for libraries to get better raw material out of which to fashion their workers. Most

Paper presented at New York State Library Association meeting, Lake Placid, N. Y.

library schools require four years of college training. As a consequence of economic pressure and educational planning, the library of the immediate future will be staffed by persons of good general culture and of special training of a quality dependent upon our knowledge of our needs and of our ability to train.

Is there anyone present old enough to have learned to ride a bicycle in the gay 90's, when cushion tires were considered the last word in vehicular comfort? If your memory is exact in recalling that memorable struggle, you will remember that roads were not smooth asphaltum, but, in small towns and in the country, at least, were uneven, rutted and often dust-filled, thereby adding to the uncertainty of one's maintaining his balance on the tricky beast. In imagination I can feel yet the sweat on my whole body, mingled with quantities of dust gathered when I failed to "ride him cowboy," that day so long ago when the village barber taught me to ride his safety in an hour, for the sum of twenty-five cents. Afterwards when pneumatics came in and I had acquired some skill, what a delight it was to raise the eyes from the road, look at the fair scene all about, and go some place, any place, with what was then thought to be ease and speed.

Perhaps you are wondering why I should be harking back to the triumphs of my boyhood. Well, I am merely trying to explain a thought I think I have by illustration drawn from a dissimilar source. Do you recall the great amount of time, care and effort that was spent, in library schools, not so long ago in teaching classification, cataloging, and library penmanship, to name but a few of the fundamentals? My own recollection is that to make a card catalog was a matter of first importance, and whether that catalog be dictionary or classed was subject for heated debate. Were we not trying to keep balance on a new steed, unrealizing that after a while we might quite readily forget its mechanism and use the thing, not as an end in itself, but merely as a means of getting somewhere?

Today I am willing to admit that classification is an essential element in library craft, and that catalogs must yet for a time be endured. But if I could buy a machine to do them both, or could wish the one upon the Library of Congress, and the other upon the H. W. Wilson Company, I should consider the victory not only cheap at any price but also a saver of souls of the library staff. There is so much in the immediate past thought indispensable in the running of libraries that I should now like to put aside altogether, or at least reduce to a minimum.

One of the elderly gentlemen who on my South African trip awaited my arrival with the utmost impatience had a problem, he said, whose solution would make him happy. What was my surprise to learn that what had tried his soul was whether a book acquired some months before should be classified, according to Dewey, in the 300's or the 600's. I had to tell him that I really did not know, and that I considered it of the utmost unimportance what numbers he placed upon the volume so long as he could find it readily. "The main job for you," I recall I said to him, "is to get the book, if it is worth getting, and then bring it to the attention of someone whose use will justify the expenditure and the effort." He probably wondered how the Carnegie Corporation of New York permitted itself to be so sadly deceived in the selection of a so-called expert. Librarians, it seems to me, should shift their focal point: spark plugs and carburetors are necessary to automobiles, as at present constructed; but Sunday trippers do not realize that fact — they are going some place, and hope to get back.

I would not contend that library schools still teach that cataloging and the other structural parts of the library machine are the reason for it all. There was a time, however, when one might easily have carried away such an impression. Today, I know, the students are at least introduced to the importance of promoting adult education, by whatever name we choose to call it. Some reading on the subject is required; and problems are worked out in practice. Perhaps we might in reason expect our college graduates on entering the library school to have a better conception of education as a life process, thus relieving the technical teacher of the burden of stressing a fundamental fact. However, there I fear for some time we are going to be disappointed. If I am not greatly mistaken, educators are concentrating too closely upon the brief section of the individual's life during which he comes under their observation. They are failing to see that the years in school are the beginning of a process, not its completion. If, as has been so often said, the public schools really taught reading, education might logically follow, according to individual capacity, quite as naturally after school as during classes. A ray of hope is now and then to be detected in the colleges which attempt to follow their graduates with suggestions of study and reading. The school is handicapped by its desire to herd individuals into classes under a teacher's direction. To the library falls the joy of helping man to help himself, as an individual, in the

things that concern him and his destiny.

Who can guess what the future may bring forth in new, more economical, and more efficient library methods? There may be short cuts in the mechanical processes which will release a great part of the staff to more important tasks. On the farm and in the factory the present generation has produced such startling mechanizations of its processes as to have worked a revolution of the most far-reaching significance. Nobody can yet say whether civilization may not have tripped itself up by its cleverness. I would not have librarians become so ingenious, but I do think it timely for them to devise some means of replacing assistants who are in fact machines, with machines in fact. Will it be done?

The library school of the future can be expected to maintain close contact with libraries whose personnel it is training. It should know whether and to what degree its product meets the needs of the institution which is trying to bring book and reader together. Perhaps this ideal library school may go so far as to reduce to an irreducible minimum, time and effort spent on administration and technique, and use its opportunity thus gained to stress knowledge of books and book values in relation to life. It is conceivable that library schools have not themselves selected the best type of individual out of whom to fashion the staff. Possibly the most of us have just drifted into the profession because we are all suffering from some limitation. If that be true, however sad its determination be, library schools should find a ready but painless method to stop the stream of our kind, leaving us old-timers as a sort of modern lost tribe. It may not be necessary to go to such lengths; but whatever the course to be taken, the library school of tomorrow must turn out a keener, broader, more intelligent public servant than did those of yesterday. Else wherein may we boast of progress toward culture?

Now, I would not have you think that I expect the library school to provide a complete library assistant. If it did so perfect a job there would be no room for growth. And when growth stops in man or plant the end is, or should be, close at hand. No, the library itself has a certain definite duty and responsibility toward the members of its staff. They are not machines to be switched on and off as occasion may require, though observation of the regimen imposed in some quarters might lead one to such conclusion. Libraries have done their bit toward Americanization; they have compiled reading courses and advised the public what to read and study; they hold occasional staff meetings, and perhaps more frequent gatherings of superintendents and branch librarians.

But I think it quite pertinent to ask you, and myself, what has been systematically done to develop staff intelligence and growth, to promote staff happiness in its work? It might be assumed that no one has a better opportunity than a library worker to keep abreast of the world's happenings in thought and deed. But is that supposition well founded? How many libraries rule that staff members may not withdraw books until they have been tattered by several months' circulation in the maelstrom of public use? The staff, which should be able to tell the inquirer what is what, is thereby put at a decided disadvantage. To know books one must read them. Some of us may be compelled to read to find out what not to purchase, but the main effort of the staff should be to know what is worth knowing in order that while thus it is earning its pay and serving its public, it is also at the same time projecting its own mind forward on an ever rising plane so dramatically pictured recently by Dr. Nicholas Murray Butler. Well, what are we as directors of libraries doing about this important matter? What can we do about it? What should be the responsibility of library boards in the premise? Upon the answer to that query, and theoretically there can be but one answer, will depend very largely the power of the library as an agency for adult education.

Recently a public official, in refusing the request of a public library for greater funds, bolstered up his position with the declaration, "You can't eat books." Of course, it is self-evident that you will not want to eat books, unless you happen to be a real bookworm, any more than you would care to read potatoes, onions and beefsteak.

We as a nation are in great economic distress. Our granaries are bursting with wheat, our savings banks are inundated by a golden flood, cotton is a drug on the market, and oil has been selling for ten cents a barrel. Uncle Sam is in fact the poor little rich boy among nations. What can be done about it? Distressed as I am to admit it, I must acknowledge that the job of setting the economic world aright is not mine. But I do seem to recall that when the war was on, and wealth was spent in a flood to gain certain ends much thought and money went for books with which to support public morale. And it is a well-established fact that thousands of unemployed have, during the past two years, found food for the soul, and courage for the heart, and a better comprehension of the job to come in the print provided in public libraries. With such

demonstrations before us, how long can we refuse to do for the staff those things which will enable the staff to do infinitely better and wiser things for the public?

We who are in a position to decide may well insist that our new appointees shall have a fair knowledge of books, and shall also be possessed of the spirit to increase that knowledge day by day. We can make it possible for staff members to get books wherewith to pursue studies not alone for personal culture but also for the purpose of preparing themselves to serve a public of increasing intelligence and growing appetite. Time allowed for advance courses, if not carried to an unreasonable degree, will prove to be bread cast upon the waters. How much opportunity does the staff have to meet the public except at the loan desk and to a more limited extent over the reference desk? The readers' adviser, as yet, is placed at the end of the corridor on one floor in an occasional library—a sort of library sport. In this age of meetings and luncheons the workers in a library should bring to interested groups a contact which should be mutually helpful and mutually stimulating.

I am convinced that nowhere else has there ever been a better opportunity to prove our contention that education is a continuing process whose pursuit will inevitably lead to greater knowledge, greater usefulness, greater happiness. The library staff with the books at hand, and with proper encouragement can demonstrate to the rest of the world that we can take our own medicine and thrive on it. Do we believe that strongly in the thing we have to sell? On the answer depends very largely whether we shall prove to be merely a recreational agency, or one whose mission is to aid in whatever human projects may be worth while. The library claim of the value of adult education as a moving force in this world will be accepted when the library staff is able to profit by the program offered the public. And unless the staff is willing to accept its own advice on this subject we may just as well acknowledge that ours is an institution which, because of public funds, is taking undue advantage of the commercial circulation libraries.

"Tomorrow Is Just Another Day"

By LUTIE E. STEARNS

Formerly with the Wisconsin Free Library Commission

RECENT visits to a normal school from which I graduated years ago—now a Teachers' College with four year courses—showed the revolutionary changes which have been wrought in educational circles. The entire system of instruction has been transformed from the "book larnin'" and question and answer or lecture methods to that of doubt, investigation, and report. The theory of the infallibility and superior knowledge of instructors is no longer respected and the time is coming, I believe, when schools will dispense with them and classes will be run wholly by students. Text books written by so-called authorities will be discarded as becoming out of date while they are being printed.

In my day we were taught what to think and were given high marks if we had good memories. The World War changed all that. Students today are taught how to think independently and to accept nothing which is not in accord with their reasoning faculties. The mind of the modern student may be characterized as a great question mark, searching for the truth. Class rooms are turned into open forums where conservative and radical opinions clash to the benefit of both viewpoints. Minds are being released from ancient traditions by courses, for example, in the history of civilization which show the success and failure of man in his struggle from serfdom and oppression to liberty and happiness; and thus the administration of President Hoover, in the return of poverty to the masses, is being weighed and some way out considered.

Education has thus become a vital and living force. The students on graduation from such schools as I have outlined are filled with an ardor for further research which must be gratified by local public libraries. Are librarians alive to their new responsibilities? Are they keeping in touch with the current sweep? Are they acquainted with the new processes in acquirement of knowledge? Are they sensitive to the present Educational Revolution?

What about the Library Schools of the country? Are their students being fitted to cope with the new conditions? Are they ready on graduation to meet the new demands? Have any changes been made in the courses of instruction in the past eventful ten years?

Have their students listened to lectures on the new order in life? What does the curriculum show? Wide observation of graduates shows that the emphasis has always been laid largely on the technique of library administration—on the delicate and discriminating matters of classification and cataloging and why one dictionary or encyclopedia is superior to another and why *Tom Sawyer* should be and *Huckleberry Finn* should not be read by growing lads and how to find the name of Fannie Hurst's husband—as if even Fannie cared.

The emphasis placed on the technical side has left but little time for the study of ways of reaching the graduates from the schools of the new order. For more than fifty years librarians have been making a fetich of little marks and figures on cards, arguing as to the proper size and whether they shall go the whole hog on Cutter or only his book numbers and where to find a place in over-worked Dewey for "television"—whether with telegraph and telephone or with eyesight—while not one of the custodians of the larger libraries can yet claim to reach even half of his population as actual cardholders. True (?) Story Magazines, Homely Ladies' Journals, Libertines, and Saturday Evening Pests (sic) have a total circulation of 8,000,000 copies a week while not a library in the country approximates a quarter as much a year, after fifty-five years' existence of the American Library Association. The immense circulation of these and other weeklies and monthlies of similar nature whose contents are admittedly "written down" to the thirteen year old adult mind, is a scathing and bitter reproach to the librarians and the library schools of America. I heard the great Bernard Shaw say that most Americans have the mind that he had when he was three years of age, a still greater indictment.

But despite such strictures, librarians will continue to lead lives of hermits in their office cells. Nothing, seemingly, can shake them out of their smug complacency. "Tomorrow is just another day" and "Sufficient unto the day" is the circulation thereof. No books in favor of Communism, which is engrossing the thought and industry of 160,000,000 souls in one country alone, will contaminate their shelves nor will any advocacy of Socialism, to which other millions are turning, be found within their sacred precincts, adherence to that perfectly safe and sane, ready-made rectitudinal *A.L.A. Booklist* being primary evidence of loyalty to the established capitalistic order and the omnipotence of its editors. A Socialist Mayor of a small town in Wisconsin gave the Library Board $100 for the purchase of Socialistic literature, upon which the terribly disconcerted local librarian hot-footed a letter to me asking for a list of books which would counteract any effect the Mayor's gift might have upon the community.

Two years ago the Wisconsin Federation of Labor in convention assembled passed a resolution asking the libraries of the State to purchase books such as they wished to read, but up to date no committee has been appointed by the State Library Association to confer with the labor organization to learn the nature of their desires. This expression of interest should have met with the warmest cooperation on the part of librarians who know deep down in their hearts that they get only the workingman's children and that he who pays the taxes which pay their salaries seldom darkens their doors. I realize that due to enforced idleness, laborers have sought the shelter of warm reading rooms in lieu of the old saloon and have stimulated their own and the libraries' circulation through no efforts of those in charge. Unemployment and winter weather may, perchance, have started that adult education idea naturally, instead of the forcible feeding process through reading lists which has been advocated of late and which has been so bitterly resented by its victims.

The people of our country are the most patient and long suffering mortals in the world today, but even a worm finally turns to save itself from death and some day the citizens are going to rise up and take the library situation into their own hands. Members of Boards will be elected by the taxpayers and old, conservative do-nothing appointees will be relegated to the oblivion they deserve. The people will get the books they wish to read, however radical they may be. Mausoleumish Carnegeries will no longer be built in quiet, unfrequented parks or streets where the traffic in the exchange of new ideas is never heard; and their custodians will be finally aroused from their Rip Van Winkle slumbers. The new buildings will be located next door to Woolworth or Kresge's and will imitate their attractive show windows. Librarians will spend but little time in their offices but will be out day and night among the people, getting their points of view and responding in fullest measure to their wishes. They will refuse to send a penny to the A.L.A. Endowment Fund for the Preservation of the Status Quo. They will be free souls, known and respected by every man, woman and child in the community and they will walk as with God toward the realization of a better and happier world.

Libraries in Our National Parks

By C. EDWARD GRAVES
Librarian, Humboldt State Teachers College, Arcata, California

WHEN ON March 1, 1872, Congress passed the act establishing Yellowstone National Park "for the benefit and enjoyment of the people forever," it is doubtful whether anyone connected with the passage of the act realized the educational possibilities involved in the creation of this, the first member of the present national park system. Apart from the preservation of these areas in their primitive condition, the main objectives sought were opportunities for recreation and the enjoyment of some of the outstanding examples of diverse types of natural scenery. During the early administration of the national parks by the U. S. Army, protection and road building were the main activities. In 1916 the National Park Service was created by an act of Congress and Stephen T. Mather was appointed the first director. Mr. Mather was not slow to realize the great educational opportunities presented by these outdoor museums with naturally installed exhibits on such a grand scale. When in 1920 he had an opportunity to observe the educational work conducted in the field by Dr. Harold C. Bryant, then of the University of California and the California Fish and Game Commission, at some of the Lake Tahoe resorts, he was quick to sense the possibilities of similar work in the national parks and invited Dr. Bryant to transfer his activities to Yosemite National Park. This was the beginning of an educational development that has spread to all of the parks, has resulted in the construction of several museum buildings and educational headquarters, the appointment of nearly one hundred paid and volunteer workers in the educational service, and finally the appointment of Dr. Bryant last July as Assistant Director of the National Park Service in charge of all educational work.

Yosemite National Park Library in the Yosemite Museum

This rapid development of the educational work has been greatly stimulated by organizations and individuals outside of the National Park Service. A special Educational Advisory Committee appointed by the Secretary of the Interior has been active since 1928. Dr. John C. Merriam, President of the Carnegie Institution, was the first chairman of this commitee and Dr. Hermon C. Bumpus, formerly president of Tufts College, has recently replaced him. The American Association of Museums has taken an active part in the museum development in the parks. Through the efforts of Mr. Chauncey J. Hamlin, President of the Association, the Laura Spelman Rockefeller Memorial donated funds for the construction of the first museum in Yosemite in 1924. This proved to be so successful that other similar buildings have been constructed in Grand Canyon and Yellowstone and the work is still going on. In Yosemite Dr. Bryant started the School of Field Natural History in 1925, a seven-weeks summer course with enrollment limited to twenty selected students. The headquarters of this school are at the museum and it has been so successful that it will very likely be followed later by similar schools in some of the other parks. An alumni organization for the Yosemite School has just been started and as it grows from year to year will help the educational work in many ways.

This brief historical sketch will explain the reason for the appointment of an A.L.A. Committee on Libraries in National Parks. When we consider them as a system of great outdoor universities in the natural history sub-

jects, with a corps of instructors, represented by the park naturalist and his staff, available to visitors, the importance of library development becomes evident. Dr. Bumpus in a recent magazine article stated that the national parks offer the single biggest undeveloped opportunity for adult education in the United States today. Books are needed most of all for the park naturalist and his staff—and the ideal is to have one full-time naturalist with graduate university work to his credit in each of the parks and additional assistants in proportion to the number of visitors to be served—and for visiting scientists who often spend many weeks in the parks in the investigation of some natural history problem. Books of a less technical nature are also needed for visitors to the parks, who might be compared to the students in a university. Lastly, books of a recreational nature are needed for the permanent residents in the park area who may not be primarily interested in natural history. On account of the very rapid development of the educational work government appropriations have lagged far behind the actual needs. As the American Association of Museums has taken the leadership in the museum development in the parks, so the American Library Association has an opportunity to assist in library development. Recognizing this opportunity, the A.L.A. Council at its last midwinter meeting passed the following resolution:

"That the A.L.A. participate in an advisory capacity in the work of library development in and for the national parks and pledge assistance in an advisory capacity in the work of soliciting funds from the educational foundations or from private sources."

The first act of the present committee last fall was to institute a survey in cooperation with Dr. Bryant of library conditions and needs in the various parks. A résumé of the results of this survey is appended to this article. The survey shows beyond any doubt the great need of more books for the educational work. Even in the parks that report several hundred books in their library collections, the hit-or-miss character of the collection, due to the fact that nearly all the accessions are gifts, is very evident. The A.L.A. Committee has decided to ask libraries in the United States to cooperate by sending duplicate copies of books on natural history subjects and general reference books that might be useful in such a library to the Field Headquarters of the National Park Service for distribution to the various parks whose need of material is greatest. As exchange material, the National Park Service is willing to place the name of any such library on its mailing-list to receive the monthly *Nature Notes* issued in some eight or ten of the parks. These *Nature Notes* consist mainly of first-hand current observations and experiences by the park naturalists and rangers and is source material of a high order. Some of them are issued during the summer months only; some throughout the year. Any libraries willing to cooperate in this way are asked to communicate with the chairman of the committee whose address appears in the title of this article. Special bill-of-lading forms must be used for shipment. Any lists of available material will be very welcome. Due credit will be given by the National Park Service on a piece-for-piece exchange basis. A special effort will be made to apportion any books received in such a way as to build up weak spots in the various park libraries but if desired, arrangements can be made to ship the material to any specified park.

The committee invites the cooperation of librarians throughout the country in other ways. On account of the wide area over which the twenty-three parks are spread, it will be impossible for the members of the committee to make a personal inspection of library conditions and needs for some years to come, especially since no funds are available for traveling expenses.

RÉSUMÉ OF REPORTS FROM SUPERINTENDENTS OF NATIONAL PARKS ON LIBRARY FACILITIES AND NEEDS

(The three most important parks from a library standpoint, Yosemite, Yellowstone, and Rocky Mountain, are listed first; the rest are arranged alphabetically. Where quotation marks are used, the excerpts are taken directly from the letters of the superintendents.)

YOSEMITE

Number of volumes, 2950, divided as follows: 500 on natural history subjects; 1,000 on local history (Mather Research Collection); 310 at Rangers Club (mostly fiction); 140 at Administration Building; 1,000 miscellaneous volumes, contributed by the Veterans' Bureau at the close of the war. In addition the Merced County Free Library maintains a deposit station in the Yosemite Museum with approximately 1,000 volumes available to borrowers, including residents of Yosemite. There is also a small reference collection of local and natural history material at Le Conte Memorial Lodge, maintained by the Sierra Club in the valley.

Housing. With the exception of the volumes at Rangers Club and the Administration Building, all of the books are shelved in two rooms at the Yosemite Museum. These three buildings are all located in the New Village, close together. The library shelf space in the Museum is already filled to capacity.

Remarks. A regular librarian was added to the summer staff in 1930. None of the volumes are

No reports were received from the following parks: Acadia; Bryce Canyon; Carlsbad Cavern; Crater Lake; Hot Springs; Sully Hills; Wind Cave; Zion.

cataloged or classified and the superintendent is requesting that an expert librarian be assigned to this task. "This library has been built up principally through more or less random gifts, so there are many important subjects left uncovered and much material of little value. We have practically nothing on mountaineering, about half of John Muir's works, little of Burrough's very little on trees or forestry in general. Entomology is poorly covered, et cetera."

YELLOWSTONE

Numbers of volumes. Approximately 1,150 divided as follows: Administration of park and museum, 201; natural history, 464; guides, travel, hunting, etc., 112; local history, 207; fiction, 17; miscellaneous, 149.

Housing. "The library, as it is organized at this time, is built to function as a reference and research unit and is housed partly in the office of the Superintendent and partly in the office of the Park Naturalist."

Remarks. Library development at Yellowstone is probably more complicated than at any of the other national parks. The Superintendent's analysis of the situation is so comprehensive and shows such an excellent grasp of the subject that that portion of the report is quoted in full, as follows:

"In view of a number of recent and prospective changes within the park, it is apparent that the library will have to undergo a change. This change must be the acquisition of duplicate copies of some volumes pertaining to natural and human history, and the making available of these copies to park visitors as well as to the park personnel. Among the changes, past and future, which cause the necessity for this may be mentioned the following:

"First: The temporary and permanent Park Rangers and Naturalists are of an increasingly higher scholastic and academic type. They are familiar with the value of books and a library. They are, among other things, expected to contribute to the knowledge of the region as well as to accurately explain the various phenomena to the visitors. In other words, they participate in research and teaching. As complete a library as possible is necessary in this work.

"Secondly: With the establishment of a rather extensive series of museums within the park due to the activities of the American Association of Museums, there are actually coming into existence a number of centers of research and education. At the suggestion of several noted friends of the park, a reading room has been included in the new Fishing Bridge Museum which will be opened during the 1931 season. This reading room with its bookshelves will in all probability be duplicated in at least one more place in the park. These will require quite an outlay of books, and will also require some provision for replacements during the periods they are open.

"At the present time we do not have an adequate intra-library method of keeping track of books we have on hand. We possess, in card form, a catalog by authors of the books on our shelves. The library does not have an adequate system of shelf numbers; our shelf space is limited; and the duties of librarian are divided necessarily between several persons. We do, however, have an adequate system of checking books out of our library, and have lost very, very few books—probably not more than one a year.

"In view of the survey of our libraries, it might be stated that there are several projects which we feel the need of completing, and on which we are working as rapidly as possible, considering that the library is but one part of a large program. They are as follows:

"1. Prepare an adequate library catalog in accordance with one of the standard systems now in use by libraries throughout the country—probably the Congressional Library System. This would involve the carding of each volume according to the author, title, and each of the several topics which it covers; and the assigning of a proper shelf-number to the volume.

"2. The establishment of an adequate and conveniently located central library plant with one person in complete charge. According to suggested plans, such a plant will be included in the proposed Educational Headquarters at Mammoth. Nothing definite has been suggested concerning the position of librarian. It is apparently not feasible to entertain hopes of the establishment of such a full-time position for some time to come. It is not unreasonable to state, however, that a trained librarian might very profitably be employed on a full-time status as soon as the plant becomes available, and spend a part of his or her time on research in the way of current information, natural history and publications.

"3. The acquisition of duplicate volumes for the one or more reading rooms is the real and immediate problem. The available funds are limited, with the result that the immediate and proper equipping of these rooms is impossible without outside help. Only a part of our available funds can be diverted into this channel, as there is an equal need for increasing our research and reference library."

ROCKY MOUNTAIN

Number of volumes. 46 books and 21 pamphlets on natural and local history. An author list accompanies report.

Housing. Superintendent's Office. See supplementary report below.

Remarks. A two-page typewritten list of books and pamphlets wanted accompanied the report.

A supplementary report on the library situation in this park is at hand from Miss Linda M. Clatworthy, Librarian of the University of Denver, who has for twenty years been a summer resident at Estes Park, the headquarters of the Park Service. She states that a library of 7,000 volumes, owned by the Estes Park Woman's Club, with a stone bungalow building of its own and financial provision for doubling its capacity, is located one-quarter of a mile from the Park Service headquarters and is available to the 200,000 summer guests as well as the park rangers and naturalists. She states that "it needs an endowment for a strong Natural History section of popular reading available to tourists."

GENERAL GRANT

"There are at the present time no books in evidence here which may be considered as a nucleus for a government-owned library either for reference or use of park visitors. Considering the large and increasing number of semi-permanent summer residents and campers within the limits of the park, it is highly desirable that a start be made in the acquisition of at least standard volumes of reference covering the natural features of the park region, with narrative publications dealing with mountaineering experiences likely to arouse the interest of visitors and lead to more intensive study of the subject and terrain."

GLACIER

"The library in Glacier has less than one hundred

volumes. This lack of reading facilities is greatly handicapping the development of the Educational Department, whose very existence is dependent upon access to necessary reference books. We are making earnest endeavor to acquire these (1) by purchase, (2) by donation, (3) by acquisition of government bulletins, etc. In building a library we are aiming to acquire books that pertain directly to Glacier National Park first, books of specific value in locally applied scientific study and general research second, and books of general scope, interest and importance last. We are planning the use of library facilities to take care of the needs of our own Educational Conservational and Operational Departments first, the needs of visiting scientists second, and the general public last."

GRAND CANYON

Number of volumes. "330 on various subjects of natural and modern history, the most of them dealing with this region."

Housing. No statement.

Remarks. "There are many important contributions to science and literature relating to the Grand Canyon region which are lacking; notably, Powell's and Dutton's works are not yet represented. We have prepares bibliographies on certain natural history subjects which show that many other extremely useful books should be obtained. The need for texts and books covering the general field of natural history has been keenly felt for some time. We have at present practically no general references to geology, birds, mammals, reptiles, astronomy, and various subjects. This naturally retards our work considerably. In fact, books along these subjects would be about as valuable contributions as could be made in furtherance of the educational work of this park."

GRAND TETON

"We have no facilities here at present for equipping a library in the way we should like to, but will gratefully receive copies of any books dealing with subjects of interest to the National Park Service. It would be especially desirable for this park to gather together all possible printed matter covering the history of the state of Wyoming and particularly of the Jackson Hole country."

GREAT SMOKY MOUNTAINS

"There is nothing at hand at this office. Inasmuch as the Great Smoky Mountains National Park will be of particular interest to students of natural history, I respectfully request that a park library be started."

HAWAII

"We are greatly in want of reference texts on all science and historical subjects. At present we have, in addition to a few special papers on botany and entomology, and of course, Dr. Jagger's regular issues on volcanology, only two books on the botany of Hawaii. Both of these are treasures and could not be replaced but they are, of course, only a start toward a park library. At present I am endeavoring to secure a complete collection of publications by the Bishop Museum of Honolulu. In addition we need historical works, geology, volcanology, and general science. Whatever the A.L.A. Committee can do to supply volumes for a park containing active volcanoes, tropical forests, sea coast and fish life and a vanishing race of Hawaiian people whose origin has never yet been settled will certainly be worth while."

LASSEN

Number of volumes. Nine books and pamphlets, listed in letter. "There can be no doubt but that a complete well-kept reference library is an invaluable adjunct to the educational department for the park staff and visitors, and so any attempt to organize to this end would be welcomed."

MESA VERDE

Number of volumes. "About 350 bound volumes and several hundred pamphlets. These books deal almost exclusively with Southwestern archaeology, and since the inauguration of a park naturalist for Mesa Verde since July 1st, we are desirous of obtaining a reference library for his use that will include publication on animal and plant life and geology of the Southwest."

MOUNT MCKINLEY

"Our little library here consists of about three shelves of books that have been donated by different organizations and persons in Alaska and consist mostly of fiction, which of course is all right as far as it goes, but looking ahead to the time when Mt. McKinley National Park will boast of a good library it might be well to start accumulating some worthwhile books, and right now they could be used to good advantage."

MOUNT RAINIER

Number of volumes. 23 books and pamphlets (list enclosed). Two-page typewritten list of desiderata enclosed.

PLATT

"There is no public library in the park and with our limited housing facilities and personnel I do not think it would be practicable to attempt to establish one. It would be out of the question to have libraries in our community houses as it would be necessary to have some one always in charge and we do not have the force. The present office library consists of statute books, decisions of the Comptroller General, circulars of information regarding the national parks and monuments, Departmental reports, Government circulars and books that have been sent here from time to time by the Service. It would be well for the office to have a small library consisting of information pertaining to the flora, fauna and geology of this section of the country, a complete set of standard encyclopedias and information pertaining to the history and Indian tribes of Oklahoma."

SEQUOIA

"Sequoia has neither the books nor the building for a library. The present 'library' is a cabinet five feet wide, containing five shelves, four of which are occupied by a conglomeration of miscellaneous publications of no particular value to the park. However, by purchase through an inadequate fund, donations (none of which have so far been made), and by collecting government pamphlets we shall slowly gather together usable reference material. The housing will no doubt be taken care of when a museum is constructed.

"Although there is no Sequoia Park library to which park visitors can go for references, the Tulare County Free Library establishes at Giant Forest each summer a branch library which is open for three hours each afternoon every day except Sunday. This service of Tulare County is appreciated by the park visitors and is also very helpful to park employes. Scientific references are, however, rather scarce because the books available are mostly of a popular type. This branch library is not altogether satisfactory because of the limited references, the time required to fill requests, the time limit placed on issues, and the rush of summer activities offers slight opportunity for study by park employees at the time when the library in the park is available."

Librarians in Book Selling

By MARION CUTTER
The Children's Book Shop, New York City

SITTING on a Connecticut hillside surrounded with brilliant autumnal coloring, a children's librarian in the year 1919 fell to wondering why New York City had no bookshop specially dealing in children's books. The next day she consulted Mr. Melcher, Miss Anne Carroll Moore, and a good friend in Baker and Taylor's, and late that very afternoon signed a lease for a small shop in part of an old stable at number 2 East 32nd Street.

That is the way I fell out of the library profession and into the bookselling business. Sudden as it was, my library training had made me wish to do things in a professional manner. I engaged the services of Mrs. Allen Aird, then associated with the Bookshop for Boys and Girls in Boston, to assist me in buying the book stock. I was particular about the stock and wanted only such books as would appear on a library shelf to be bought for the Bookshop. In less than three weeks we were open for business. I was thrilled by the books themselves, the shop, and the adventure of it all, but I found that I had relied on my library training entirely, with very little consideration given to business details. There was no wrapping paper, no string, no scissors, no stamps, and when my first bill came in reading "Sixty days net" I pondered as to just what that could mean.

MARION CUTTER
In the Brooklyn Public Library From 1910-1917; Graduated From Pratt Library School in 1917; Head of Children's Work and Work With Schools in Bridgeport, Conn., Until Children's Book Shop Was Opened

So much for what my library training did not prepare me for in business. A great deal must be said for the constant and daily resource it has proved through the ensuing years. Of great help has been the drilling in cataloging. This course was particularly baneful to me at Library School because I could not believe that a children's librarian would ever be called upon to know the minute details of cataloging, but I discovered that in its exactness, bookkeeping is not unlike cataloging, and as my own bookkeeper for five or six years I came to value more and more the training in cataloging which made it possible for me to have confidence in my own accuracy.

The classification of books was a familiar and simple matter instead of something to be learned. Book reviews were old friends, and the many sources of information which booksellers use continually were so well known that a tremendous amount of time was saved in the early years. More important than any of these was, of course, the intimate knowledge of books which only the contact in a large circulating library gives. While this refers primarily to children's books it was true in a lesser degree of adults' books, which made it easy to discuss them freely with patrons who often added occasional adult books to their orders, all of which made them good friends and increased the sales.

Having started with limited capital, the problem of publicity was an important one, and the friendship of librarians all over the country proved one of the happiest associations in my experience. It is a pleasure to express here my appreciation of the interest, cooperation, and kindness which has come from the library field generally, and to add that in the early years when it was difficult for us to make ourselves known, librarians did much to carry over to individuals the definite standard for which the shop was striving in

the selling and distributing of children's books.

Bookselling is like library work in many ways. People come to us for books and are supplied with books and the more one knows about books the better satisfied are the people who come to us. On the other hand, in the bookselling field, the psychology is very different. The children come freely to the children's room of the library, they browse among them, unconscious of supervision, and either make their own selection or ask very frankly for help. In the Bookshop it is a small minority of our customers who are children. By far the greater number are the parents, relatives and friends. The parents can tell you quite a little about their children and are able to make a selection from first hand interest, even though one is not convinced that it is always first hand knowledge. Selling to parents present a double problem, that of pleasing the child and that of pleasing the parent who holds the purse-strings, and parents vary in their ability to understand the realm of childhood. Grandmothers and grandfathers are delightful to sell to. They enjoy all the pleasures of their relationship and are concerned with none of its responsibilities. Aunts, uncles, cousins and friends present a large class who, for the most part want standard literature but feel that all of the known classics are already read and in their heart of hearts would really like the bookseller to produce something as great as Shakespeare but within the understanding of a child and published only yesterday, so that there might be no chance of the child already owning it.

In spite of all these oddities, bookselling is as delightful an occupation as any librarian could know. It is never monotonous, for each person entering the door presents a new interest. No sale ever duplicates exactly a previous one, there is always some new phase, some fresh point of view, some undiscovered enthusiasm which helps the daily routine and then there are always new books to be read, new editions coming from the press and new discoveries in old volumes to surprise one, and make one wish one could give more hours to browsing through their pages. The outstanding pleasure which is common to both library work and bookselling is that of putting in the hands of the individual the book that he or she desires, and there is nothing more thrilling in a bookshop, as in a library, than to find some book which a person has been searching for for a long time or having on one's shelf the very title for which a child asks eagerly.

Gertrude Andrus

Photograph by courtesy of Leonid Fink.

GRADUATED from the Carnegie Library School, Pittsburgh, in 1904, and during her training there held various positions in the Children's Department of the Library. Went to Seattle in 1908, as head of the Children's Department, and in 1919 accepted the position of manager of the BOOKSHOP FOR BOYS AND GIRLS at Frederick & Nelson, Seattle, Washington. The work developed rapidly and now they carry a general line of books and magazines, although children's books are the main interest. The name of the bookshop is no longer THE BOOKSHOP FOR BOYS AND GIRLS. It is now THE BOOKSHOP.

Sarah B. Ball

Photograph by courtesy of Bachrach.

GRADUATED from Pratt Library School, Brooklyn, in 1902. For ten years was in the Business Branch of the Newark, N. J., Public Library. In 1916 became librarian of the U. S. Rubber Company and remained there for two years. In 1925 opened the BALL AND WILDE BOOK STORE at 130 Broad Street, New York City, and remained there until October 5, 1931, when she went to PUTNAM'S BOOK STORE. For five years she has given courses on "Buying Books for Book Stores" at Columbia University, Summer Session.

Nellie Louise Chase

FOR SEVEN YEARS head of Children's Department and of school work in Springfield, Massachusetts, Public Library. In 1915 accepted a position in Northampton with THE HAMPSHIRE BOOKSHOP which was then in its infancy. She became assistant manager, built up a Children's Department, and had charge of the Text Book Department and of the circulating library. After eight years, spent two years travelling and studying in Europe. Now in charge of THE HAMPSHIRE BOOKSHOP in Holyoke, Massachusetts.

Frances C. Darling

GRADUATED from the Carnegie Library School, Pittsburgh, in 1917. After two happy and strenuous winters as children's librarian in the New York Public Library, she went to the BOOKSHOP FOR BOYS AND GIRLS in Boston, Massachusetts, which was then in its infancy. Since then she has shared in its growth and activities; one especially delightful memory being of the summer months when its "Book Caravan" toured New England trails.

Veronica S. Hutchinson

GRADUATED from the Carnegie Library School, Pittsburgh, in 1914. Went to the Cleveland Public Library as children's librarian, but the CHILDREN'S BOOKSHOP of the Halle Brothers in Cleveland seemed an ideal place to enter a broader field. Development of the bookshop brought a gradual addition of adult books. Another interesting phase of the work is arranging for authors to visit the book department and meet their readers.

Josephine H. Thomas

Photograph by courtesy of Ashley and Crippen.

GRADUATED from the Carnegie Library School, Pittsburgh, in 1912. Then came a year in Munich and a return to the Pittsburgh Library system, followed by the New Haven Library's Children's Department. For the last seven years has been at the CHILDREN'S BOOKSHOP at New Haven, Connecticut.

Norah Thompson

BECAME Book Advisor to the Book Department of the T. Eaton Company, Toronto, after five years' experience in the public libraries of Ontario. She is responsible for Eaton's Bookroom which is known for its splendid selection of general literature, rare books and fine editions.

The First Librarian of America

By WILLIAM FRIEDMAN

Reference Assistant, College of the City of New York Library

THE YEAR 1931 has already witnessed frequent references to the Philadelphia Library Company, organized two hundred years ago. Much praise has again been lavished upon Benjamin Franklin and his associates in the "Junto" for their great enterprise in establishing the first public library in America. However, due justice is seldom given to Louis Timothée, first librarian of the Library Company, and most justly therefore, the First Librarian of America.

It will be recalled that the Philadelphia Library Company evolved in the following manner. In their desire for a community of library material, fifty leading citizens of Philadelphia subscribed forty shillings each to the purchase of books and the opening of a library room conveniently available to all. The "Instrument of Association" was dated July 1, 1731, and this date may be fittingly called the natal day of the American public library movement. Books were purchased from England, and together with gifts from the private libraries of individual members and friends, were installed in one room of the home of Robert Grace, located in Jones' Alley (now Church Street). It was some time before all arrangements were completed, the books collected, new purchases imported, and the collection shelved in the spacious room. About the quality of the collection, and about its value to the community we shall say little here, for Franklin's *Autobiography* is eloquent on these matters.

The need for a librarian to supervise the library room once it was opened, was soon apparent. Here too Benjamin Franklin had good counsel to offer. Franklin was acquainted with one Louis Timothée, a young Frenchman newly come to Philadelphia. Franklin, the printer, had employed young Timothée in his printing shop for a time, and had been favorably impressed with the youth's industry and deportment. Besides, Timothée was well educated, speaking German and English in addition to his native tongue. Such qualities are invaluable to librarians even today, and certainly in 1731 they made Timothée a marked individual for the newly-created position. Fortunately enough too, Timothée at

that time was a tenant in the home of Robert Grace, and had already become intimate with several members of the Franklin, Grace coterie. But little adjustment would be required for Timothée to take over the function of librarian in one room of the house in which he dwelt, and accordingly, articles of agreement were signed and sealed by him and a committee of Directors on November 14, 1732.

The contract provided for the librarian's "due attendance" in the library room from 2:00 to 3:00 P. M. on Wednesdays, and from 10:00 A. M. to 4:00 P. M. on Saturdays. By the stated instructions he might permit only subscribing members to borrow books for home use, but all other persons, "civil gentlemen," might use the library as a reading and reference collection. Mr. James Logan, a prominent member of the community, but who had not subscribed to the Company as a full member, was also given circulating privileges in return for his friendly advice in the purchase of new books. Timothée's original contract as librarian was for a period of three months, at the end of which time he was to receive as compensation "£3 lawful money certain" and such other "reasonable reward" as the Directors might desire.

At the conclusion of this period the contract was renewed, and in all Timothée enjoyed a tenure of a full year in the office of librarian. Upon his resignation in the latter months of 1733, Benjamin Franklin, as one of his sponsors, felt some obligation to assume the office of librarian until the choice of a successor had been made. Franklin held office three months and a day, being himself succeeded early in 1734 by William Parsons. These, then, were the first librarians of the first public library in America, all three employed under contract and performing prescribed functions in a new profession. To Louis Timothée especially must be assigned due credit for so ably instituting a succession of capable, honorable, and welfare-conscious men and women, the librarians of America. The writer disagrees with the editors of the *National Cyclopedia of American Biography* in their choice for the head of the conspicuous list of librarians, for they have assigned to James Winthrop, librarian at Harvard College from 1772 to 1787, the honor sought herein for Louis Timothée. If agreement be present as to the truest interpretation of the title "librarian," we claim the facts indisputable for acknowledging Timothée as the rightful person to the title, First Librarian of America.

More facts about the life of Louis Timothée may now be significant. Soon after resigning his post with the Philadelphia Library Company, Timothée found himself attracted to the newspaper publishing business. On February 2, 1734, he purchased, with capital said to have been supplied by Benjamin Franklin, the *South Carolina Gazette*, a prominent publication of Charleston, South Carolina. Timothy, as he was known, became a leading citizen, and his printing and publishing shop an outstanding spot, in the southern metropolis. His paper was observed to carry book notices that "show an interesting tendency toward colonial publications—especially Franklin's publications and reprints"—doubtless a vestige of his days as librarian in Philadelphia. Upon Timothy's death in 1746, his wife Elizabeth took over the management of the business until such time as their son, Peter, would be able to handle matters. Peter Timothy in turn left the paper to his son, Benjamin Franklin Timothy, whose editorship from 1792 to 1800 perpetuated the cordial relations long existent between the Timothy and Franklin families. The first seeds of his friendship were sown back in Philadelphia in the early days of the Library Company, and again we are reminded of Louis Timothée's just claim to renown as America's First Librarian.

November

The brown fields are not sad to me,
    They only rest, their service done.
The full year is a hardy fruit,
    Still sweet and colored by the sun.
Whether the pumpkins in delight
    Run down New England hillsides steep,
Or mark the miles with golden studs,
    Where prairie cornfields lie asleep.
They are like laughter, rich with all
    The secrets of the garnered year.
I feel their mirth along the land
    And I cannot remember fear.
November is not sad to me.
    Its cold wind whips my courage higher.
My thoughts begin to talk and laugh
    Like happy people round a fire.

—GRACE HAZARD CONKLING.

THE
LIBRARY JOURNAL

November 1, 1931

Editorial Forum

EVERY AMERICAN library will be only too glad to lend a hand in the endeavor to lessen the evils of unemployment, partly by giving extra employment where possible and partly by affording to the unemployed who cannot get work every solace and help that can be had from books in the sad hours of enforced leisure. The American Library Association is seeking to do its part by marshalling library resources, and all its members, whether library or individual, should respond to the utmost possible measure. Unfortunately, however, the excellent suggestion that libraries should extend their hours with the last-named purpose in view is met by the hard fact that budgets have been cut almost everywhere throughout the library field and retrenchment has thus become compulsory. Possibly the way out may be found through emergency appropriations or special help from generous citizens who recognize how much the library may be made to mean to the unfortunate victims of the depression. Care must be taken, however, that the library does not touch upon other fields, as in providing for vocational readjustment which is rather outside its own field, and it is also questionable whether it is as desirable to provide books on sociology and the unemployment problem as it is to provide amply more popular books for recreational reading. One important point is emphasized by the A. L. A. in suggesting that facilities should be extended by the libraries to the full extent of their space for meetings or for special reading rooms or for other opportunities which the buildings and especially the auditoriums can afford. Let us all help together to the extent of every dollar and every hour of service that can be made useful in these hard times.

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THE BRITISH Library Association may well be congratulated by its American brethren for the vigor and growth of British Library development made evident at the Cheltenham meeting which prefaced the active season of library work. Its attendance passed the thousand mark and the program showed closer attention to actual library questions than the general sessions of the still larger meetings of the A. L. A. afford. Notably great progress has been made in a feature unknown in America, the Central Lending Library in London, which now is in relation with more than a hundred "outlier" libraries, in part supplied from its collections and two already existing out of the four regional libraries which are part of the general plan of coordination. The Carnegie United Kingdom Trust has undertaken to participate in erecting an adequate building for the purposes of this central library, and in popular library work its five-year grants have had the astonishing result of increasing the circulation of aided libraries from two million five years ago to twenty million at the present, largely through the county library systems from which all but three of the English shires now benefit.

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COINCIDENTLY with the meeting of the national association, the Committee of the International Federation of Library Associations held its annual session, making provision for next year's meeting at Berne in June, preceding the Federation conference of which America is to be the host at Chicago in 1933. This will be of peculiar interest here in view of the fact that the initial meeting from which proceeded the Federation was held at Atlantic City in 1926. William Warner Bishop deservedly becomes president of the Federation for the period which will include that meeting, an honor which he has won by his devotion to and participation in library development in other countries for so many years past. The committee designated as vice presidents Arundell Esdaile of the British Museum, possibly in recognition of the comprehensive and practical *Student's Manual of Bibliography* which he has just published as the outcome of his series of lectures at the School of Librarianship of the University of London, and Marcel Godet of the National Library of Switzerland as the continental representative. The desirability of encouraging international library loans was emphasized in a discussion by Dr. Bishop and the subject was referred to the meeting at Berne in the hope that meantime progress could be made by facilitating the crossing of frontiers without the customs restrictions which now greatly hinder this fine endeavor to afford scholars needed opportunity for research without the necessity of costly trips from one country to another. It was lamented that the interna-

tional exchange of librarians, which had made so good a start, had been sadly hindered as one result of the universal depression from which the world of today is suffering.

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A GREAT defect in the statistical record of book publication was brought to the fore at this same meeting by M. Moskowski of Warsaw in a committee report on the comparative book statistics of various countries. Curiously enough Soviet Russia seemed to lead in actual book production because of its compulsory requirements for the registration of printed matter, although it is probable that its next-door-neighbor Germany has retained or resumed the leadership in this field which, counting its printed theses from universities, it had before the world war. In our own country, as in not a few others, the absence of complete registration and the importation of books in the home language make full record extremely difficult so that the statistical tables are thoroughly misleading. It will be a great boon to those countries especially if the plan of working out a method of tabulation can be carried through so that the figures of the respective nations can be actually compared with each other and the misleading results of present tabulations be thus avoided.

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THE AMERICAN LIBRARY Association sorrows in the loss of two eminent members within the month, both ex-Presidents, men of solid worth and quiet service; Walter L. Brown of Buffalo, October 18, and Charles F. D. Belden of Boston, October 24. Some weeks since Mr. Belden confessed to a friend that he felt worn out, at sixty with hard work—perhaps also with worry, for Boston has often had to fend off politics—and he was soon after ordered by his physician to take rest. A week at Lenox proved too late and his death came suddenly. He was one of Harvard's honor roll of librarians graduating in 1895 and from its law school in 1898 and as State Librarian of Massachusetts 1909-17 and Chairman of its Library Commission and as Director of the Boston Public Library since 1917. He has been one of the foremost men in the profession and won friendship everywhere. Mr. Brown reaching seventy had asked for retirement but his Board had not acted on his request when the end came. As a boy of sixteen he entered library service and with an interim as bookseller spent the rest of his life in the interest of his native city developing its library circulation threefold in his twenty-five years of administration as Chief Librarian until it now approximates 4,000,000. Honor be their memories.

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LIBRARY journalism is to lose one of its notable features in the discontinuance of *Libraries*, originally *Public Libraries*, with its December issue, which will involve the retirement of Mary Eileen Ahern from a field which she has made her own for the last thirty-six years. This periodical was started by the Library Bureau in 1895, at which time Miss Ahern left her work as Indiana State Librarian to take up the editorial pen which she has ever since held. Although in a sense a house organ of the Library Bureau, it should be said to Miss Ahern's credit that the periodical has always held an even hand among library interests and has made its mark especially at the West. In 1901, at the sixth conference of the Illinois Library Association, it was formally made the official organ and until 1920, after the start of the publication *Illinois Libraries*, copies were sent to each member at the expense of the Association. Miss Ahern has been equally persistent and devoted in attendance at A. L. A. conferences which she has never missed since 1896, contesting with Mrs. Carr and Dr. Frank P. Hill, since the death of Henry J. Carr in 1929, the headship of the list. It is gratifying to think that she will not lose this interest as her editorial chair is no longer there to be filled and her many many friends hope to continue to welcome her at successive conferences for many many years to come.

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THE "BIRTHDAY PARTY" marking Annie Carroll Moore's twenty-fifth anniversary as supervisor of children's work in the New York Public Library was an immense success, as original as it was delightful in its features. It should not be forgotten, however, that across the river, in the Borough of Brooklyn, another worker in the children's field has had an even longer career in one position and has won coordinate fame both as an executive and as a writer of books for and about children. Miss Clara Whitehill Hunt, after service with Dr. Hill at Newark, came to the Brooklyn Public Library in 1903 and has served continuously through twenty-eight years. This field is one in which America has led the way and it is gratifying to record that two of the women most noteworthy among American librarians have found their chosen work within the domain of childhood.

Librarian Authors

GRACE D. PHILLIPS received her training from the University of Illinois in the days when Katherine L. Sharp was at the head of the library and library school. Most of her library work has been done at the University of Missouri, at the Kansas City Public Library and at the University of Chicago. Her theological training was taken at the Divinity School of the University of Chicago where she specialized in Bible study and pastoral work. Here she found many foreign-born students and reveled in contacts with every land under the sun. Her years of study alternated with various phases of religious work until she finished her divinity course and she served both in churches and in the Young Women's Christian Association. She spent one winter as a pastoral assistant and two summers in charge of daily vacation Bible schools. All this was in Chicago and again threw her much with those of other lands, the vacation schools numbering children from as many as fifty different countries. She found it just as interesting as she had the University contacts with foreign-born students. Two years were spent as director of religious education with the Young Women's Christian Association in Milwaukee where she was initiated into the Association's ideals for world fellowship. That experience focused her interests in other countries and races and gave her a vision which has never left her. Her last position before finishing her study at the Divinity School was as minister with a church near Chicago. Here she stayed for a year and a half, but gloriously the call of Chicago and the library was to come again.

The Divinity School of the University of Chicago decided to have a librarian with both library and divinity training and asked her to come back to them. Here again she found herself meeting foreign-born students, conversing with friendly Chinese, polite Japanese, turbaned Hindus, smiling Filipinos, Negroes just from Africa and all the rest. From these contacts came the inspiration to interview the students for material that might be used in the cause of world fellowship. She became acquainted with all the foreign-born students who frequented the Divinity Library and she sought them out in their rooms and in other departments of the University. They gave many hours of their time to ransacking their memories for stories and adventures of their childhood, hunting up songs, telling about the various customs of their countries. As a result, *Far Peoples* was published by the University of Chicago Press in 1929. Here is a collection of folklore which provides material for Sunday School or missionary programs

Grace D. Phillips

representing India, China, Korea, Japan, the Philippines, Brazil, Africa and Russia. The material is adapted to adults as well as to children and includes stories, songs, poetry, games, and many interesting facts about food and dress.

Miss Phillips is just beginning her seventh year as librarian of the Divinity School Library at the University of Chicago. The Library has beautiful quarters in Swift Hall on the campus. The reading room accommodates a little less than one hundred readers and contains the reference collection of books as well as locked cases of rare books. There are two floors of stacks containing about 60,000 volumes and as many pamphlets. The staff numbers four full-time workers. This is one in the system of University Libraries of which Dr. M. L. Raney is Director.

School Library News

"Find It Yourself" Used at Wakefield

THE WAKEFIELD, Michigan, Township Schools have four libraries; Senior High, Junior High, Elementary Grades located in the Junior High Building, and Elementary Grades at Central School. Books circulate from Central to Verona and Thomaston, and from the Elementary Grades in Junior High to Wico and Plymouth, all outlying schools. In the Junior High and grade libraries, the teachers are part time librarians, but in the Senior High a full time librarian is employed. Books for all libraries are received and cataloged by the Senior High librarian. The Senior High library is a pleasant well-ventilated room adjoining the study hall, with a seating capacity of thirty. Students sign their names on the blackboard in the study hall to come to the library, and usually remain for the forty-five minute period. Last year library instruction was given to freshmen, sophomores and juniors; the seniors having had it the previous year. As no provision is made in the school curriculum for regular classes in library instruction, the pamphlet *Find it Yourself* was used and students did the work in their spare moments. Arrangements were made with English teachers to make their assignments a little lighter for that period. Time required to do the library contracts was two weeks; in some classes an extra week might be granted. A test was then given and a combined grade of the test and the contract was sent to the English teacher and counted on the grade for that period. While not as thorough as if class time was used, this method works out very well. The problems all librarians have and in probability always will have, in regards to fines, losses, etc., are ever present in our library.

School Library Serves Community

THE WHITEHALL, Montana, Public School Library is unique in a small degree, at least, in that it also serves the entire community, both village and rural, and is the only public lending library in Jefferson County, which is seventy-five miles long and nearly fifty miles wide. The school district, which maintains the central consolidated school at Whitehall and operates the bus lines which transport the pupils to and from their homes, has about a thousand square miles of area, a large part of which is mountainous.

The Librarian states: "These conditions, which are both obstacles and incentives, have encouraged us and enabled us to extend our library facilities and privileges to the adults of our vicinity. The children act as messengers for their parents, taking out books and bringing them back, and we often find that one of our most frequent borrowers has never been inside the building. Three divisions of the library—grades, junior high school and high school—are open to all our patrons, and we find many grown-ups who have been somewhat handicapped in their education like to read books intended for the fifth and sixth grade pupils. The library is operated at the present time by a class of high school girls who study library science under the direction of the high school English teacher, but we plan to employ a half-time librarian in another year. Members of the Whitehall Woman's Club keep the library open after school hours on Wednesdays and on Saturday afternoons, and also during the summer months. This arrangement is not as satisfactory as having trained employees, but has answered the purpose while we have been developing our plan. We feel our library is a useful institution and that we have adapted the existing facilities almost as completely to the needs of the community as is possible. Should any of your readers have suggestions to make regarding future developments of our library we will be glad to have them at any time. At present we have about five thousand volumes in the three parts of the library, and receive over sixty periodicals, not including exchanged school publications. We are particularly proud of our "International Mind Alcove," which contains about seventy-five fine volumes on travel and world geography presented by the Carnegie Endowment for Permanent Peace. We have the confidence of the patrons and the school board, and until that probably far-distant day when a separate library will be established here, we will try to supply a wholesome and liberal supply of literature for the whole community."

The Open Round Table

A Science Of Librarianship

IN THE RECENT discussion regarding a science of librarianship the writers seem at least to agree in one particular, namely this: at the present time, we do not have a library science. For the rest, from that point on, as to whether we want or need or can have such a science, there is not the semblance of agreement or coming together. The reason for this is, in the main, because the arguments proceed from two totally different fronts, each one of which overshadows the true significance of the other.

The point of view of the scholar, at home with the historical, traditional modes of investigation, differs markedly from that of the modern scientific investigator who would attempt to apply the scientific method to immediate problems in a definite field in an effort to generalize and to derive laws which will expedite the solution of similar problems met with under varying situations.

Further argument would seem almost futile without first coming to some sort of an agreement upon what the argument is to be about. What is a science of librarianship? Does the subject matter of the library profession fall within the scope of science so that it can lend itself to scientific treatment? Can this subject matter be subjected to experimental treatment by means of a method which will bring results that will permit of generalization and the derivation of laws? Can the issues of the field be handled by so objective and controlled a method that a verification or check-up as to outcome, purposes, or objectives will be possible?

In these questions and in others it seems to me that we are but echoing the serious discussions heard of late years among the social scientists whose most able minds are seeking justification for the term science, long applied to them. Little by little, under the pressure of steady effort and critical scrutiny, the various branches of the social sciences are attempting to move toward objective and verifiable methods of investigation. Many students of society consider the outcome of such effort uncertain but not hopeless.

We librarians may well line up our endeavors with these scholars and contribute something toward a solution of this difficult problem. For it cannot be gainsaid that our profession is one of the great hierarchy of the social sciences. In every one of our activities we are bound up with the human (social) element, subtly and irrevocably. We exist in and for society. Libraries are one of the many forms of institutions which have their reason for being in the use that is made of them. Librarians select books supposedly in accordance with the needs and interests of their patrons, be they the adult or the child, the general public or the more demanding specialist. They catalog and classify these books with the general idea of making them useful to the public; they try to serve their readers' interests in as enlightened and far-reaching reference service as possible. But the actual fact is that the needs of the various groups of patrons have never been critically and scientifically examined for the purpose of establishing the best possible practice.

So far subjective judgment forms the basis for practically all of the things which librarians do. Few of the results of our activities have been objectively examined and checked up in the light of the use which is made of them. The great human variable with its needs, its opinions, its attitudes, its emotions, its apparent instability must be understood in as great measure as possible and reckoned with before we can rightly claim a scientific quality for our activities.

Dr. A. G. Keller, Professor of the science of society in Yale University, has recently contributed[1] a brilliant article entitled "Prerequisites to Prophecy" which is directly in line with our present discussion. I will avail myself of the author's permission to quote as follows:

"Perhaps there can never be a real science of society. . . . There is no chance at all until the inductive method, with all its dispassionate laboriousness, self-discipline, and self-abnegation is put into operation. This means renunciation of fine talk, easy speculation, eloquence in the elaboration of the bright idea, and all the rest of the milling about that has come to nothing. It means cessation of pompous proclamation about what we are going to do, and how, and getting down to actual work. It means that social investigators shall quit instructing others as to how they must do things, and do a few things themselves. . . .

"It may be doubted whether those who write of social phenomena can, as a body, unlearn traditional methods with any celerity, and begin again with the elements. An equivocal and ephemeral success can be too readily won by harping on the old strains and impressively confirming people in what they want to think. Whatever is accomplished along

[1] *Yale Review*, Spring number, 1931.

rigorously scientific lines will probably have to be developed by individuals in solitude, and also slowly and deliberately.

"Bearing in mind the difference in materials encountered by the two types of investigator, cannot the student of social phenomena approach, if he may not strictly apply, the methods of the natural scientist. . . . In some ranges of social phenomena, scholars have been attempting to reach results by the amassing of observations and cases, followed by induction from them, and the outcome has commanded respect. . . .

"The social sciences can, if they will, and to their great profit, approximate the attitude, approach, and methods that have been so productive in the range of the natural sciences. . . .

"With the world filling up and the social interrelations of all mankind becoming daily more intimate, complicated, and fraught with developing antagonisms, it is folly to deny the need of a science that will suggest expedient adjustment. . . . And if men ask for the 'how' as they have a right, it is possible to answer: Only by following the lead of those disciplines that have proved themselves."

Thus it seems to me that every serious line of investigation when carried on by qualified investigators should be fostered and encouraged to complete its work. In some cases, probably even in the majority, the results will prove valueless. The results of the rest may reveal facts and tendencies that have distinct value for the profession. Such an outcome is worth any amount of persistency in testing out one's own convictions and of tolerance for the efforts of others.

GRACE O. KELLY.

Record Surpasses Plattsmouth, Nebraska

I was interested in an article in the JOURNAL for October 1, 1931, on p. 811 entitled "Large Per Capita Circulation" in Plattsmouth, Nebraska.

I am wondering if you would be interested in a record that surpasses that one. Our circulation for this past year was 58,762 or a per capita circulation of 16.8 since our population is 3,488. Our largest month's circulation was 6,648 with two other months of the year each totaling over the 6,000 mark. In fact it has been several years since we dropped below 15 per capita. In other words, we feel we do have a reading public.

I might add that we are a college town but that the college has its own library. Nevertheless we have many college patrons.

Would you like also to know that the per cent of fiction circulated was 62 and the children's books 38 per cent.

MARY E. MCCOY,
Librarian, Indianola, Iowa.

Russian Children's Books Exhibited

An exhibition of the Children's Books of Soviet Russia was recently on public view in the Library of the University of Pennsylvania. The examples shown were part of a collection of 262 titles secured by Dr. W. T. Woody of the University's School of Education in Russia in 1928 and 1930.

Nearly all were lavishly illustrated in color, and as might be expected both subject matter and pictures dealt with the child's immediate environment—the rooms which he calls home, the streets, and the woods and fields either green or snowy. The Russian child like the American appears to be interested in animals and birds, the wonderworld of manufacture and invention, in stories new and old of other children, be they Russians like himself or dwellers in lands beyond the sea. He is fond of conundrums too, it would seem, and is not willing to be always instructed but prefers to indulge now and then in pure entertainment and boisterous fun. But tales of princes and princesses, of eikons and saints, no longer are offered him. More facts are his, but less fairylike beauty.

New Buildings

THE TRUSTEES and faculty of Coe College announce the dedication of the Stewart Memorial Library, Cedar Rapids, Iowa, on September 14.

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THE UNIVERSITY of Kentucky at Lexington dedicated their new library building on October 23.

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LAWRENCEVILLE School for Boys, Princeton, New Jersey, dedicated its new library, given to the school by parents of students, alumni, and friends, on October 4. The building, a two-story Colonial structure in the heart of the campus, has a capacity of more than 1,000,000.

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ON THE EVENING of August 21, 1931, the new Marcus P. Beebe Memorial Library at Ipswich, South Dakota, was formally dedicated.

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THE NEW Matheson Memorial Library building at Elkhorn, Wisconsin, was dedicated on July 18, 1931.

Library Organizations

British Library Association[1]

THE BRITISH LIBRARY Association met from August 31 to September 5 in Cheltenham, with an attendance of approximately 1,000 members, the sessions being presided over by retiring President L. Stanley Jast, President Lieutenant Colonel J. M. Mitchell, and other members of the Association designated to preside over special general sessions. Dr. Bishop and Mr. Wilson officially represented the A.L.A., with Mrs. Bishop, Miss Lane, and Mr. Angus S. Macdonald as visitors.

The program, planned in large measure by President Mitchell, dealt with aspects of librarianship now receiving the principal attention of British librarians, such as hospital libraries, library assistance in radio broadcasting and adult education, county and regional libraries, and the development of the great Central Lending Library in London through which a remarkable service to students is assured by means of a closely articulated interlibrary loan system. The program was devoted also the consideration of service to schools, to training for librarianship, and to librarianship in its international aspects.

The most significant developments which have taken place in the last five years have been in the promotion of county libraries and the perfection of the organization of the Central Lending Library in London. All but three of the counties in England have provided county service, and excellent progress has been made in Scotland, Wales, and Ireland, as well. Stimulation has been afforded by the Carnegie United Kingdom Trust, which has assisted through five-year grants, with the result that circulation has been increased from 2,000,000 to 20,000,000 within the period mentioned.

Paralleling this remarkable growth is that in the organization of the central Lending Library, which embraces over one hundred libraries known as outlier libraries, with total book collections of 4,500,000 volumes; two regional libraries within this larger group; and the Central Library in London, which is now receiving a grant of $15,000 annually from the government and has been assured of an adequate building by the Carnegie United Kingdom Trust. Duplicate union catalogs are to be provided for the regional libraries—there are to be at least four ultimately—and the Central Lending Library, in order that the work of meeting the requests of readers may be minimized, and the Central Library itself stands ready to purchase any serious book which cannot be provided through local or regional libraries. It is contemplated that the collection of the Central Lending Library may be much enlarged and may become one of the greatest in the country. In many respects this total organization is most admirable and might well receive the serious consideration of American librarians.

An international character was given the meeting by the presence of the Committee of the International Federation of Library Associations, a meeting of which body was held from August 29 to 31, and by special meetings at which all international representatives were presented to the conference or read papers on subjects relating to librarianship in different countries. Mr. Wilson read a paper on "Aspects of Training for Librarianship in America," at a meeting in which Dr. T. P. Sevensma, librarian of the League of Nations, and M. Henri Lemaitre, president of the Association of French Librarians, participated. Dr. Bishop was called on to move the vote of thanks to President Mitchell for his excellent address.

Differences between the procedures of the British Association and the A.L.A. proved interesting to the American visitors. The installation of the president-elect at the opening of the conference was very formal and impressive. General sessions were much more in evidence, at 10:00, 2:15, 5:15, and 8:15, for three days, while sectional meetings were conspicuously lacking, only the assistant librarians, the university and reference librarians, and the county librarians being scheduled for sectional discussions. Alumni dinners gave place to a general dinner for the whole Association, and the post-conference outings were limited to one-day excursions.

Dean Inge of St. Paul's, Sir John C. W. Reith, director-general of the British Broadcasting Corporation, and Mr. F. E. Douglas, assistant secretary of the Board of Education, participated in the program and gave it added interest by virtue of their positions and unusual attainments.

[1] Pith of Mr. Louis R. Wilson's report as official representative.

Dr. Bishop Heads International Federation

DR. WILLIAM WARNER BISHOP, an official A.L.A. delegate at the meeting of the International Committee of the International Federation of Library Associations at Cheltenham, England, August 29 to 31, is the newly elected president of the Committee and of the Federation. Mr. Arundell Esdaile of the British Museum and M. Marcel Godet of the National Library, Switzerland, are the new vice presidents. M. Henri Lemaitre of Paris, Dr. Hugo Krüss of Berlin, and Dr. de Gregori of Rome, were elected honorary vice presidents.

The subject of international loans between libraries was discussed at the meeting by Dr. Bishop, who recommended that the Committee arrange, if possible, through the League of Nations to bring to the attention of various governments the fact that a direct service to scholarship and research is afforded by means of loans between libraries in different countries and that such loans would be facilitated if they could pass international frontiers without question. It was agreed to send all the Association's members of the Federation copies of Dr. Bishop's report with a request to bring the matter of customs delays to the attention of their governments. It was also agreed to discuss this topic at the next meeting of the International Committee, to be held in Berne in June, 1932.

The Subcommittee on the Exchange of Librarians, through Dr. Bishop, chairman, reported that due to financial difficulties in most European countries it seemed almost impossible to continue these exchanges. Notwithstanding, a number of exchanges were reported and the possibility of increasing that number was discussed.

M. Muzkowski of Warsaw read an important communication from the Subcommittee on the Statistics of the National Production of Printed Books, pointing out the extraordinary variety in the bases on which such statistics are gathered and reported. He brought out very clearly the difference between the inclusiveness of statistics in countries in which every printer is required by law to deposit copies of everything which he prints with the national library or is required to register such publications with a government office, and countries in which statistics are gathered voluntarily.

It was shown, for example, that under the extraordinarily strict supervision of the Soviet Government practically nothing escapes registration and that in consequence that country stands at the head of all nations of the world in the reported number of printed books, pamphlets, and periodicals each year, whereas all persons at the meeting who were familiar with conditions in Russia were agreed that the total production, interpreting these statistics in the most favorable light, undoubtedly falls below that of several other countries, notably Germany. The Conference requested M. Muzkowski to continue his studies and accepted gratefully a printed outline for recording statistics, which he had prepared.

Unusual progress toward the establishment of public libraries in France was reported by M. Lemaitre, the developments being due to changes in national legislation. A determined effort is being made to liberalize the municipal libraries already existing, to establish libraries which are "public" in the British and American sense, and to improve greatly the opportunities for reading at public expense throughout France.

[1] Part of Dr. Bishop's report as official A. L. A. delegate.

International Congress Of Algiers Library

THE CONGRESS which took place at Algiers just after the Eastern holidays is the first meeting in Europe whose debates were limited to the library organization. Initiated by Henri Lemaitre on behalf of the French Library Association it met with a full success and will influence greatly the future development of reading in North Africa. It may be noted that the French Minister of Education crossed the Mediterranean Sea especially to attend the inaugural session. He expressed the interest of the government in the libraries and promised to propose a bill on county libraries soon.

Among the official delegates, were present Dr. Isak Collijn, chairman of the International Federation of Library Associations; Miss E. V. D. Miller, of the American Library Association; L. de Gregori, librarian of the Casanatense in Rome; Robert L. Hansen, Danish libraries supervisor; and Ch. Depasse, Belgian libraries inspector.

The Congress expresses congratulations to the Federation for its work and for the help given to the development of public libraries through the world.

The Congresses, after visiting the National Library, the Town Library with its seven adult and five children branches, at Algiers, took trips into the country.

County Library Movement Discussed

THE THIRTY-FIRST annual meeting of the Iowa Library Association was held in Cedar Rapids, Iowa, October 7-9, 1931, with the largest attendance in its history—about 310. The president, Mr. J. Sidney Johnson of Marshalltown, presided. Topics for discussion centered upon the theme "Extending Library Facilities to Reach More People in Iowa" and much of the time was spent in discussing the county library movement throughout the state. Miss Mary F. Parmalee, who has had charge of the Blackhawk County Demonstration during the last year told of the ninety-six stations established, mostly in the rural schools, weekly back door stops of the bookwagon at farm houses, increased number of borrowers at the city library and a total circulation of 34,791—all costing about $3,000. On account of the depression and county politics the Demonstration has been temporarily abandoned. Miss Parmalee enumerated four points essential for success in the next attempt to establish an effective and permanent county library: (1) To avoid rivalry choose a county with only one county organization; (2) Back of the project have a strong public library; (3) Use letters, telephones and house to house calls rather than long petitions of names; (4) To avoid politics choose a county with only three county supervisors.

Among the interesting addresses given were those by F. K. W. Drury, Librarian of the Nashville, Tennessee Public Library on "Before and Not Behind the Counter, or Personal Service for Adults in Public Libraries"; Mrs. May Lamberton Becker, Editor of the Reader's Guide of the *Saturday Review of Literature* on "The New Books"; "Book Wagon Experience in Southern Indiana" by Lelia S. Wilson of the Iowa Library Commission; Milton E. Lord, Director of the University Libraries at Iowa City on "Five Years of European Library Experiences"; Johnson Brigham, State Librarian on "Edwin Arlington Robinson"; Fjeril Hess on "Folk Songs and Tales of Many Lands"; "European and American Literature" by Carl Van Doren; and "From Simplicity to Complexity, the Evolution of American Industrial Civilization" by Harrison John Thornton.

New officers were elected as follows: Miss E. Joanna Hagey of Cedar Rapids, President; Miss May M. Clark of Dubuque, Second Vice-President; Elizabeth Walpole of Storm Lake, Treasurer.

Northwest District Meet at Washington

THE FIFTH annual meeting of the Northwest District Libraries Association of Washington was held in Port Angeles September 19th, with the president Miss Jennilu Norris, librarian of the Port Angeles Public Library as chairman. The Mayor of Port Angeles, Ralph E. Davis gave an address of welcome. The report of the Survey Committee, Miss Mabel Zoe Wilson, librarian of the Bellingham Normal School, chairman, showed that interesting work to promote the progress of the inadequately organized public and school libraries in the District was being attempted. Much of the morning session was given over to roll calls with the outstanding accomplishments of the year discussed by each librarian. At this time Miss Mildred Pope, newly appointed State librarian, was introduced and greeted the librarians and teachers. The main business of the day was the decision to send delegates to meet with the other Washington Library Associations, or any other organizations of the state, in December to organize a State Library Association.

Following a delicious luncheon the librarians were taken on a drive around beautiful Lake Sullivan and Lake Crescent by the Chamber of Commerce of Port Angeles. The afternoon was devoted to round table discussions in three groups. The meeting stressed the importance of school libraries, so both State High School supervisors, Mr. L. O. Swenson and Mr. L. M. Dimmitt, gave this group much of value to carry back to their schools. Miss Mildred Pope, State librarian, and Miss Jennett Donaldson, State Elementary Supervisor also spoke.

The outstanding feature was a paper by Miss Beatrice Doty, assistant librarian of the Bellingham Normal, on books for girls. Mr. Judson T. Jennings, librarian of the Seattle Public Library, had charge of the trustees' section and talked to them on the problem of county library extension under the present law.

The following officers were elected for the ensuing year:

President, Mrs. Alice Beckman, librarian Monroe Public Library.

Vice-President, Mrs. Cleora F. Smith, librarian, Mount Vernon Public Library.

Secretary-Treasurer, Miss Edith Morse, librarian, North Junior High School, Everett.

The November Forecast

A check list of books of general interest whose publication dates fall during the coming month

History, Travel, Biography, Literature

November 2

Dudley, Dorothy. DREISER AND THE LAND OF THE FREE.
Dreiser's relation to the changed and changing American. Cape. $3.

Griggs, Arthur K. *Trans.* MY PARIS.
Description of modern Paris from the works of contemporary French writers. Dial. $4.

Hindus, Maurice. BROKEN EARTH.
Russia before the Five Year Plan, by the author of *Red Bread.* Cape. $3.

Mérimée, Prosper. CARMEN.
Translated and illustrated by Albert Sterner. Payson. $7.50.

Shay, Frank. INCREDIBLE PIZARRO.
Life of the conqueror of Peru. Mohawk. $3.50.

Shuster, George N. PICTURE OF CONTEMPORARY GERMANY.
Mental and moral state of German people today. Dial. $3.50.

November 3-4

Fauconnier, Henri. MALAISE.
The Goncourt prize book for 1930. Story of the Malay Archipelago. Macmillan. $2.50.

Masefield, John. MINNIE MAYLOW'S STORY.
This new volume of poems contains eight narrative poems and several scenes or tableaux in verse. Macmillan. $1.75.

Moore, T. Sturge. COLLECTED POEMS.
Poems are individual and of distinctive beauty. Macmillan.

Todd, Mabel Loomis. *Ed.* LETTERS OF EMILY DICKINSON.
Material omitted from the 1894 edition of the *Letters of Emily Dickinson* which was also edited by Mrs. Todd. Harper. $4.

Wright, Frank Lloyd. AUTOBIOGRAPHY.
Written by an architect. Longmans. $5.

November 5

Aubry, Octave. EUGENIE: EMPRESS OF THE FRENCH.
Life of the last French Empress. Lippincott. $3.50.

Bourke-White, Margaret. EYES ON RUSSIA.
An account of the author's trip through Russia. Simon. $5.

d'Orliac, Jehanne. LADY OF BEAUTY: AGNES SOREL.
One of the great love stories of history. Lippincott. $3.

Goldberg, Isaac. GEORGE GERSHWIN.
A biography by a musical authority. Simon. $3.

Grayson, David. ADVENTURES IN SOLITUDE.
Essays filled with spiritual philosophy. Doubleday. $2.

Haines, Lynn and Dora B. THE LINDBERGHS.
The story of his family. Vanguard. $2.50.

Pringle, Henry F. THEODORE ROOSEVELT.
A biography that ran in *The Outlook.* Harcourt. $5.

Sobel, Bernard. CHICAGO: A PORTRAIT.
Every section of city described and its history traced. Century. $5.

Stillman, Mildred Whitney. THE PARSON'S GARDEN.
Essays. Duffield. $1.

Von Hindenburg, Helen von Nostitz. DIALOGUES WITH RODIN.
Auguste Rodin portrayed by an intimate friend. Duffield. $3.75.

Winkler, John K. INCREDIBLE CARNEGIE.
By the author of *Morgan the Magnificent.* Vanguard. $3.50.

November 6

Arousseau, Marcel. BEYOND THE PYRENEES.
On the long road from the Spanish border to the capitol. King. $3.50.

Churchill, Winston S. THE UNKNOWN WAR.
The story of the World War on the Eastern Front. Scribner. $5.

Gribble, Francis. EMPEROR AND MYSTIC.
The life of Alexander the First of Russia. Dutton. $5.

Meston, Lord. NATIONHOOD FOR INDIA.
By the former Lieutenant-Governor of the United Provinces of India. Yale. $2.50.

November 10

Carr, Harry. OLD MOTHER MEXICO.
An unusual book of travel filled with the mysterious history of Mexico. Houghton. $3.

Beardsley, Harry M. JOSEPH SMITH AND HIS MORMON EMPIRE.
An unbiased biography. Houghton. $4.

Faÿ, Bernard. GEORGE WASHINGTON.
A new biography, by the author of *Benjamin Franklin.* Houghton. $4.

Guenther, Konrad. A NATURALIST IN BRAZIL.
A picture of tropic life with facts about fantastic plants, insects, and animals.

Pound, Arthur and Moore, Samuel T. *Eds.* MORE THEY TOLD BARRON.
Notes of the late Clarence W. Barron. Another intimate picture of America's financial development. Harper. $5.

Ronald, Eron. VARINA HOWELL. Vol. II.
In this volume Mrs. Rowland completes her biography of the wife of Jefferson Davis. Macmillan. $4.

November 12-13

Baldwin, Charles C. STANFORD WHITE.
Life of one of the most exciting personalities this country has ever produced. Dodd. $3.50.

Putnam, Samuel. *Ed.* THE EUROPEAN CARAVAN.
An anthology of the writings of young Europeans of that generation. Brewer. $4.

Schuyler, George. SLAVES TODAY.
The story of Liberia. Brewer. $2.50.

Wilder, Thornton. THE LONG CHRISTMAS DINNER.
Plays. Coward. $2.50.

November 15-18

Allen, Frederick Lewis. ONLY YESTERDAY.
The informal story of the nineteen twenties. Harper. $3.75.

Harris, Frank. BERNARD SHAW.
A reminiscential biography. Simon. $4.

Macy, John. *Ed.* AMERICAN WRITERS ON AMERICAN LITERATURE.
Survey of American literature. Liveright. $5.

Wyck, Frederick Van. RECOLLECTIONS OF AN OLD NEW YORKER.
Mr. Van Wyck's vivid remembrances of his native city date from 1860 on. Lippincott. $3.50.

November 20

Chamberlin, William Henry. SOVIET RUSSIA.
Revised edition. Little. $3.50.

Dunlop, Geoffrey. *Trans.* MEMOIRS OF PRINCE VON BÜLOW. Vol. II.
The second volume takes from the Morocco crisis to resignation, 1903-1909. Little. $5.

Grousset, René. INDIA.
Being the second volume of *The Civilization of the East.* Knopf. $7.50.

Kent, Rockwell. A LETTER FROM GREENLAND.
Literally a letter from Greenland, dispatched to New York via Denmark, from Rockwell Kent adorned with his Greenland-made drawings. Brewer. $2.50.

Ludwig, Emil. GIFTS OF LIFE.
Ludwig now presents the world with a full and frank account of his career and with an entirely new method of writing autobiographies. Little. $4.

Morrow, Elizabeth. QUATRAINS FOR MY DAUGHTER.
Lyrics and sonnets which reveal glimpses of beauty in the world. Knopf. $2.50.

During November

Fish, Angell, and Hussey. THE UNITED STATES AND GREAT BRITAIN.
Historical background and controversial statements regarding the British and American points of view toward America's policies in her relations with Great Britain. Univ. Chicago. $1.50.

Ford, Ford Madox. RETURN TO YESTERDAY.
An autobiography. Lippincott. $4.

Hertz, Emanuel. ABRAHAM LINCOLN.
A new portrait from new documents. Lippincott. 2 vols. $10.

Lynch, Denis Tilden. GROVER CLEVELAND.
While on the whole friendly, this biography is neither uncritical nor partisan. Lippincott. $4.

Nickerson, W. Sears. LAND HO!
A seaman's story of the Mayflower, her construction, her navigation, and her first landfall. Houghton. $5.

O'Neill, Eugene. MOURNING BECOMES ELECTRA.
A trilogy. Three full-length plays unified. Liveright. $2.50.

Southard, Frank A. Jr. AMERICAN INDUSTRY IN EUROPE.
Hart Schaffner and Marx prize essay in Economics. Houghton. $3.

von Eckardt, Hans. RUSSIA.
The history of Russia from the earliest days. Knopf. $5.

Walter, Ellery. HIGH HATS AND LOW BOWS.
The author of *The World On One Leg* now gives an account of his further adventures—this time in Europe. Putnam. $3.50.

Miscellaneous Non-Fiction

November 2-4

CAROLINA LOW-COUNTRY.
By members of the Society for the Preservation of Spirituals. Macmillan. $5.

Crawshaw, William H. THE INDISPENSABLE SOUL.
Excellently adapted to the restoration of confidence and courage, and at the same time reveals the distinct educational value in showing people how to think about these problems. Macmillan. $2.50.

Ditmars, Raymond L. SNAKES OF THE WORLD.
The first extensive book to be devoted to this subject. Macmillan. $5.

Ewen, C. L'Estrange. HISTORY OF SURNAMES OF THE BRITISH ISLES.
Besides the history there is a complete classification of surnames. Macmillan.

Powys, Llewelyn. IMPASSIONED CLAY.
Interpretation of the way to happiness. Longmans. $2.

Schmidt, Peter. THE CONQUEST OF OLD AGE.
Experimentation in the field of human rejuvenation. Dutton. $5.

Scott, Natalie. *Ed.* TWO HUNDRED YEARS OF NEW ORLEANS COOKING.
Favorite New Orleans and Louisiana recipes. Cape. $2.75.

Verpilleux, E. A. PICTURE BOOK OF HOUSES.
Pictures the houses men have lived in from the earliest times to our own. Macmillan. $2.50.

November 5-6

Clendening, Logan. THE CARE AND FEEDING OF ADULTS.
Author examines the various panaceas lately proposed not alone for the physical ills but also for the social and spiritual maladies of mankind. Knopf. $2.50.

Lewin, Louis. PHANTASTICA.
Narcotic and stimulating drugs, their use and abuse. Dutton. $5.

Ozenfant, Amedee. (E. Allen Asburn, *Trans.*) FOUNDATIONS OF MODERN ART.
One of the outstanding figures in French art today writes on interrelated balance in the modern arts. Brewer. $5.

Wells, H. G. THE WORK, WEALTH, AND HAPPINESS OF MANKIND.
Important facts of our material life. Doubleday. 2 vols. $7.50.

November 9-10

Anon. CONFESSIONS OF A BUSINESS MAN'S WIFE.
How this wife conducted her house so as to advance her husband's business success. Sears. $1.75.

Britan, H. H. THE AFFECTIVE CONSCIOUSNESS.
Deals with such subjects as the dynamic function of knowledge and the inter-relation of affective, cognitive, and volitional components of mind and behavior. Macmillan. $3.

Dawson, Miles M. ETHICAL RELIGION OF ZOROASTER.
For the reader who is interested in the great Persian prophet. Macmillan. $2.25.

Smith, S. C. Kaines. OUTLINE OF MODERN PAINTING IN EUROPE AND AMERICA.
Illustrated in color and monochrome. Payson. $7.50.

Wishart, Charles F. NEW FREEDOM IN THE NATURAL ORDER.
The problem met by this book is how to gain an education and not lose a religion. Macmillan. $2.50.

November 11-13

Crowder, William. BETWEEN THE TIDES.
The lower order of seashore animals described. Dodd. $6.50.

Eipper, Paul. CIRCUS.
Men, beasts and joys of the road. Viking. $3.

Fantin, Lorna. EVERYBODY'S BOOK OF NUMBERS.
A concise and practical numerology. Brewer. $1.50.

Porteus, S. D. PSYCHOLOGY OF A PRIMITIVE PEOPLE.
Account of expeditions undertaken by author in 1929 to northwestern and central Australia. Longmans. $6.

November 15

Achilles, Paul S. PSYCHOLOGY AT WORK.
Most recent methods and findings of present-day psychology. Whittlesey. $3.

Cuppy, Will. HOW TO TELL YOUR FRIENDS FROM THE APES.
Humor. Liveright. $2

Stiles, Kent B. GEOGRAPHY AND STAMPS.
Stamps in relation to the history and geography of the world. Whittlesey. $3.

Williams, Michael. THE SHADOW OF THE POPE.
Study of the movement against Catholics—from early colonial times. Whittlesey. $3.

November 17-20

Askins, Charles. GAME BIRD SHOOTING.
Book is written entirely from the standpoint of the sportsman, and steers clear of textbook natural history. Macmillan.

Beard, Mary R. ON UNDERSTANDING WOMEN.
Woman's share in the world's civilization from the earliest primitive society to the present. Longmans. $3.50.

Boggs, Norman T. THE CHRISTIAN SAGA.
This work embraces in its scope the whole story of Christian society in its completeness. Macmillan. 2 v. $10.

Crouse, Russel. IT SEEMS LIKE YESTERDAY.
Modes and manners and peccadillos of our not far distant ancestors. Doubleday. $5.

Darwin, C. G. THE NEW CONCEPTIONS OF MATTER.
Book is based on a course of lectures delivered at Lowell Institute, Boston. Macmillan. $3.

Drummond, Isabel. GETTING A DIVORCE.
The author attempts to answer in simple language almost any question a person contemplating marriage or divorce might ask. Knopf. $5.

During November

Dreiser, Theodore. A NEW DEAL FOR AMERICA.
America's chaos and a practicable way out. Liveright. $3

Keynes, Pribram, and Phelan. UNEMPLOYMENT AS A WORLD-PROBLEM.
These are the Harris Foundation Lectures for 1931. Univ. Chicago. $3.

Lenzen, V. F. THE NATURE OF PHYSICAL THEORY.
A logical analysis of the concepts, principles and systems of physical theory. Wiley. $3.50.

Lincoln, Virginia C. and Smith, Bertha. THE WRITING ART.
Authorship as experienced and expressed by the great writers. An anthology. Houghton. $2.50.

PETER ARNO'S CIRCUS.
A collection of new Arno drawings. Lippincott. $3.

Selected Fiction

November 2-5

Galsworthy, John. MAID IN WAITING.
Galsworthy's first new novel in four years. Scribner. $2.50.

Kennedy, Margaret. RETURN I DARE NOT.
By the author of *The Constant Nymph*. Doubleday. $2.50.

Stone, Grace Zaring. THE ALMOND TREE.
By the author of *The Bitter Tea of General Yen*. Bobbs. $2.50.

Williams, Blanche Colton. *Ed.* O. HENRY MEMORIAL AWARD PRIZE STORIES OF 1931.
Thirteenth volume of the annually selected stories. Doubleday. $2.50.

Young, Francis Brett. MR. AND MRS. PENNINGTON.
A story of what circumstances can do to a charming young girl and what she in turn can do to the man she loves. Harper. $3.

November 10-13

Connor, Ralph. THE ROCK AND THE RIVER.
A romance of Quebec. Dodd. $2.

de la Mare, Colin. THEY WALK AGAIN.
An anthology of ghost stories. Dutton. $2.50.

Ervine, St. John. THE FIRST MRS. FRASER.
The play by this name is now novelized. Macmillan. $2.

Saint-Mande, Wilfred. SONS OF CAIN.
A personal record of the English author's four years of fighting. Coward. $2.50.

Library Journals Wanted

THE LIBRARY JOURNAL will pay 25c. a copy for a limited number of January 1, 1931, and February 1, 1931 issues.

In The Library World

Public Libraries And Unemployment

THE FOLLOWING letter was sent to Carl Milam, A.L.A. Headquarters, from Eliot Wadsworth, Chairman of the Committee on Cooperation with National Groups and Associations of the President's Organization on Unemployment Relief:

"I write to call your attention to a very special service that your organization can render at this time in the national aspects of our work.

"The work is based upon the broad policy that unemployment relief, to be effectively carried out this winter, must be dealt with by each local community.

"It is of the utmost importance that every force should be available for unified local effort to meet the situation.

"The Committee on Cooperation is charged with the duty of inviting all organizations to participate in the work. I, therefore, write to ask if your organization will take upon itself the responsibility of communicating with its local units throughout the country, urging them to support and participate in unified relief activities.

"It is expected that some of the appeals for funds will take place between October 19 and November 25, so the element of time is important, but it is not alone in the raising of money that help is needed. The task of wisely rendering aid to the unemployed for months to come will call for continuing effort in which many can participate.

"Any action that you may take will be greatly appreciated. We should like to consider your organization as one of those actively cooperating with the President's Organization. With your approval, we will add your name to the list and would be glad of information as to any steps taken."

•

THE FOLLOWING suggestions as to What Libraries and the A.L.A. Can Do is submitted by A.L.A.

WHAT LIBRARIES CAN DO

It has been specifically proposed that librarians:

1. Work in close cooperation with relief agencies as individuals and as public officials
2. Whenever possible, find or create jobs in the library which may be financed with emergency relief funds
3. Equip libraries to provide information about local and national employment and placement agencies
4. Open temporary reading-room and operate them in cooperation with local relief organizations
5. Provide rooms for relief meetings and temporarily organized relief work
6. Lengthen the hours of library service for the benefit of the unemployed
7. Organize a special service to assist in vocational readjustment
8. Make intensive efforts to promote the use of books on current economic and social problems
9. Take advantage of the radio lectures sponsored by the American Economic Association and the National Advisory Council on Radio in Education to stimulate interest in books and economic questions
10. In the purchase of new books, give particular attention to current problems
11. Encourage discussion and study groups both among community leaders and men and women with enforced leisure.

WHAT THE A.L.A. CAN DO

It has been proposed that the Association:

1. Offer to the President's Organization on Unemployment Relief the closest possible cooperation of all A.L.A. members
2. Publish authoritative lists on economics, finance, history, sociology, politics, foreign relations, vocations
3. Through *Booklist* editorials, draw attention to timely and significant new publications.
4. Feature inexpensive books
5. Gather and make available information on ways in which libraries which cannot buy new books are stimulating, or may stimulate, interest in old ones
6. Be prepared to offer libraries as much help as possible in handling budget cuts on a sound basis through the gathering of authoritative data and statistics.

National Council On Radio in Education

THE NATIONAL ADVISORY COUNCIL on Radio in Education has completed its plans for a weekly educational program of radio addresses on present day economics and psychology which will be broadcast through the courtesy of the National Broadcasting Company. These lectures will constitute the first programs on academic subjects to be featured by the National Advisory Council and broadcast to a nation-wide audience. Beginning October 17 the programs will be on the air Saturday evenings from 8:30 to 9:00 Eastern Standard Time and each broadcast will be divided into two fifteen minute periods so that an address in each series may be presented every week. There will be thirty lectures in each series, each lecture given by a nationally known authority in his particular field. The first ten lectures in the economics series will deal with the causes of the economic depression and possible ways out. Later lectures will cover such subjects as unemployment insurance, national economic planning, and other modern economic problems. The series on modern psychology will cover such subjects as child development, adult learning, changes in personality, animal behavior, and social and industrial implications of scientific psychology.

Celebrate Miss Moore's Twenty-Fifth Year

MORE THAN 300 guests assembled in the Children's Room of the New York Public Library on the evening of October 14 to celebrate Miss Anne Carroll Moore's twenty-fifth year in the New York Public Library. All the children's librarians from the branches were present, besides members of the library staff and distinguished guests. Frederic Melcher was master of ceremonies. The procession of the years, in which librarians in costume depicted traditions of the children's work from 1906 until the present, was impressive. Then there were two puppet shows, a story was told by Mrs. Sawyer, author of *This Way to Christmas;* and presently a huge birthday cake was borne in and cut by Miss Moore with a pirate ship snicker-snee. A portfolio composed of contributions from famous writers and artists was presented by Mr. Anderson, director of the Library, and a golden cornucopia filled with hundreds of letters and telegrams was emptied out on her lap. The children's room was beautifully decorated with flowers and candles.

Bookmobiles Rural Districts

THE MAINE bookmobile is the latest extension project of the Maine State Library, having begun its rounds in July, 1931. Deposit stations are being established in towns without local library service and small public libraries are being visited both for book and advisory service. Direct service is also given to individuals, and labels provided so that books may be returned by mail to the State Library. The bookmobile was given by the Maine Business and Professional Womens Clubs and the State Congress of Parents and Teachers is helping defray operating costs.

Chinese Censor Bars "Alice"

A NEW Chinese translation of *Alice in Wonderland* was refused circulation in China recently for grave and considered reasons. "Bears, lions and other beasts," said the censor, "cannot use a human language and to attribute to them such a power is an insult to the human race." He also saw great danger in teaching children to regard human beings and animals on the same level.

Posthumous Award Of Nobel Prize

THE FIRST posthumous award in literature of a Nobel Prize was made October 8 to Dr. Erik Axel Karlfeldt, Swedish poet, secretary and member of the Swedish Academy, who died in April. Dr. Karlfeldt already had been proposed once, but he had refused the award. The second nomination was made before his death so that the award is in order —no candidate may be proposed after death. He has long been regarded as one of Sweden's outstanding poets, his work being chiefly concerned with the folk ways and daily life of the Dalecarian peasants, from whom he sprang. He is the third Swedish writer to receive the prize in literature, the others being Selma Lagerlöf in 1909, and Verner Heidenstam in 1916.

A Rural Library Experiment

THE VERMONT rural library project, functioning under the auspices of the Committee on Library Facilities of the Vermont Commission on Country Life through a special grant, is reinforcing the work of twenty-eight small town libraries in a region comprising parts of Chittenden, Franklin and Lamoille Counties. The regional librarian, who began her work in June, is making frequent visits to these libraries, and is now using a small book auto from which books are loaned to freshen up their book collections. Aid in book selection has been given—orders of children's books having been prepared as a result of a donation of money.

New Orleans Forms Library Club

HELMER WEBB, Tulane University librarian, was elected president of the New Orleans Library Club at its first meeting, Tuesday, October 6, in the New Orleans Public Library. Miss Anna May Leone of the Cataloging Department of the Public Library was elected vice-president, Miss Lena Marcy of the Lovola Library, secretary, and William Pfaff, Jr., treasurer. The object of the new organization is "to increase the usefulness of the libraries of New Orleans and vicinity, to promote library interests and work, and to encourage good fellowship not only among librarians but also among those interested in the collection, preservation, production and distribution of books."

From The Library Schools

Denver

THE UNIVERSITY of Denver has just opened a School of Librarianship, the first one to be established in the region between St. Louis and the Pacific Coast. The School is the outgrowth of an interest in library training, which has been manifest within the state of Colorado for a good many years. When Mr. John Cotton Dana was librarian of the Denver Public Library (1889-97), he aroused an interest in education for librarianship. Afterward Miss Charlotte Baker, librarian of the State Agricultural College, established a summer course at that college; and courses were started at the University of Colorado and at the Colorado State Teachers College. The Denver Public Library, under Mr. Chalmers Hadley and Miss Rena Reese, instituted a training class, of which Miss Reese had charge until the last three years, when Miss Wigginton took over its direction. This class has now been discontinued. The School was established with the advice of the American Library Association Board of Education for Librarianship, with a preliminary grant of $5,000 from the Carnegie Corporation and an annual grant of $10,000 from the same sources for three years, the rest of the expenses to be borne by the University of Denver, of which this is a recognized School. The students coming to the School with senior standing (the minimum requirement) may receive either the A.B. or the B.S. degree, according to their selection of courses during the first three years of college. Students who present a bachelor's degree from an approved institution will receive the degree of Bachelor of Science in Library Science on completion of a satisfactory year's work in the School of Librarianship. The School of Librarianship has an enrollment of thirty-three, of whom four are part-time students. There are sixteen collegiate institutions and seven states represented; twenty-three members of the class are from Colorado, and other states represented are: Nebraska, Missouri, Kansas, New Mexico, California, and Oregon. All but seven of the students are college graduates, and three have the Master's degree. The faculty is composed of the following: Malcolm G. Wyer, Dean; Harriet E. Howe, Director; Helen L. Butler, Associate Professor of Librarianship; and Agnes C. Hansen, Assistant Professor of Librarianship.

New Jersey

THE FIFTH YEAR of the New Jersey Library School opened with twelve students enrolled, eleven of whom are candidates for the Bachelor degree and one a candidate for a second Bachelor's degree; all with at least two months of preliminary experience in libraries. Additions to the professional collection have been made especially in the literature of adult education, in rural sociology, in bibliography and in children's literature.

Pittsburgh

CARNEGIE LIBRARY SCHOOL opened its thirty-first year on September 19, when forty-six students registered for the year 1931-1932. An analysis of this enrollment shows that twenty-one girls are college graduates, representing institutions of higher learning in the United States. This enrollment also includes thirteen academic library students who have done three years of work at Carnegie Institute of Technology, and ten academic library students from the University of Pittsburgh. In addition, two part-time students have registered for the course, and two special students, both of whom are librarians of some experience who have been selected for further training in the field of their profession. Pennsylvania, quite naturally, leads the states in representation, with thirty-two students in the class for the year; Ohio comes second with five; Illinois and Maryland both contribute two; and a single representative comes from Connecticut, Iowa, Michigan, Montana, and West Virginia. The work of the year divides the class into three groups according to respective interests: the General Library Course and the Library Work with Children each have an enrollment of twenty; six girls have registered for the course in Library Work with Schools.

Simmons

THE SIMMONS College School of Library Science opened its year filled to capacity. Of the seventy-five who are candidates for the degree in June, 1932, twenty-six are graduates representing eighteen different academic colleges, and forty-nine are seniors of Simmons College. Eighteen States and the District of Columbia are represented, though about two-thirds are a New England "bloc," as Senator Moses would say. Utah marks the Western limit.

Among Librarians

Necrology

CHARLES F. D. BELDEN, director of the Boston Public Library since 1917, and who was president of the American Library Association in 1925-26, died Saturday, October 24, in a hospital at Pittsfield, Mass., in his sixty-first year.

WALTER L. BROWN, who was associated with the Buffalo Public Library for fifty-five years and librarian of the institution for the last twenty-five years, died October 16 at his home, after a short illness.

SIR ARTHUR COWLEY, until recently librarian of the Bodleian Library at Oxford University, England, died on October 12. Sir Arthur began his career as a teacher and scholar in 1885, when he was appointed assistant master at the Sherborne School. In 1900 he was appointed assistant sub-librarian of the Bodleian Library and served in that position until 1919 when he became librarian.

ADAH PATTON, Illinois '02, in charge of the Catalog Department of the University of Illinois since 1917, died at her home in Urban on October 7. Miss Patton was for two years an assistant in the John Crerar Library, Chicago, and became a cataloger in the University of Illinois Library in 1908.

Appointments

GLADYS DOOLITTLE, Columbia '29, has been appointed to a reference position in the Henry E. Huntington Library, San Marino, California.

MRS. JENNIE THORNBURG JENNINGS has been appointed librarian of the St. Paul, Minn., Public Library. In June 1917, Mrs. Jennings came to the St. Paul Public Library as chief of the Catalog Division and head of the Training Class. In September 1919, she was appointed assistant librarian which position she has held continuously ever since.

RUTH M. JONES, Columbia '30, has left the cataloging department of the Queens Borough Public Library for a position in the cataloging department of the Government Printing Office in Washington.

LUCY KINLOCH, Pratt '26, has been made children's librarian and director of work with schools in the Ridgewood, N. J., Public Library.

MIRIAM N. MARSH, Simmons '27, has been appointed to recatalog the library of the State Normal School at Worcester, Mass.

LUCILE MESSENGER, Columbia '27, who has been branch librarian of the Edgerton Branch, Rochester, New York, will go in the fall to the Elmira College Library as cataloger.

DOROTHY C. ROBINSON, Columbia '29, who has been doing school and reference work in the New York Public Library, has been put in charge of the Bronx Reference Center which was opened May 1 in the Fordham Branch.

GERTRUDE A. SCHWAB, Wisconsin '16, has resigned as librarian of the Public Library, Muncie, Ind., to accept a position in the cataloging department of the Queens Borough Public Library, New York.

VAN TYNE SMITH, Los Angeles '09, resigned as librarian of Cahuenga Branch of the Los Angeles Public Library.

KATHARINE M. STOKES, Simmons '28, has been appointed head of the Circulation Department of the Pennsylvania State College Library.

AGATHA WADE, Simmons '26, has joined the staff of the McGregor Public Library, Highland Park, Michigan.

MARY E. WHEATLEY, Albany '26, has been appointed chief cataloger at the Lehigh University Library, Bethlehem, Pa., to succeed Miss Cora Dunnells who resigned to marry Dr. Richard Harris of Elkins Park, Pa.

Marriages

DOROTHY M. ALLEN, Wisconsin '29, was married on April 4 to G. King Donahoe. They are to establish a home in Des Moines. Mrs. Donahoe was cataloger, Public Library, Waterloo, Iowa, until her marriage.

HELEN KROUSE, Simmons '25, was married on June 18 to Mr. Michael Basil Sacharoff. Mrs. Sacharoff was formerly the head cataloger at the Tufts College Library. They will live at 31 Central Street, Beverly, Mass.

Opportunities For Librarians

Library school graduate with two years' experience in a small college library wishes several months' experience in a medium sized public library or a branch library of a city. Will accept temporary work. Y17.

Book Club Selections

Children's Book Club

KNOCK AT THE DOOR (Primary). By Elizabeth Coatsworth. *Macmillan.*

THE WISHING OWL (Junior). By Idella Purnell. *Macmillan.*

THE BRASS KEYS OF KENWICK (Senior Girls). By Augusta H. Seaman. *Doubleday.*

TRAMPS AND LINERS (Senior Boys). By T. W. Van Metre. *Doubleday.*

Book League of America

THE ALMOND TREE. By Grace Zaring Stone. *Bobbs.*

A society novel of post-war Washington.

Book-Of-The-Month Club

JOB, THE STORY OF A SIMPLE MAN. By Joseph Roth. *Viking.*

The story of a Jewish family which comes to America from the East.

Junior Literary Guild

ALI THE CAMEL and PEPPI THE DUCK. (Primary Group). By Rhea Wells. *Doubleday, Doran.*

Youngest group has two books this month.

HAIL COLUMBIA (Intermediate Group). By Marie Lawson. *Doubleday, Doran.*

Series of stories presenting the history of America.

YOUNG TRAJAN (Older Girls). By Elizabeth Cleveland Miller. *Doubleday, Doran.*

Story of post-war Roumania.

DURANDEL, A CRUSADER IN THE HORDE (Older Boys). By Harold Lamb. *Doubleday, Doran.*

Crusaders in the Near East.

Literary Guild of America

A BURIED TREASURE. By Elizabeth Madox Roberts. *Viking.*

A kettle of gold found hidden in a tree-stump is the focus of this story of a few days in a small community during the settlement of Kentucky.

Religious Book Club

JESUS AND THE GOSPEL OF LOVE. By C. E. Raven. *Holt.*

Scientific Book Club

PHILOSOPHICAL BASIS OF BIOLOGY. J. Haldane. *Doubleday, Doran.*

The Calendar of Events

November 6-7—Virginia Library Association, annual meeting at Newport News, Virginia.

November 10-12—Oklahoma Library Association, annual meeting at Weatherford, Oklahoma.

November 12-13—North Carolina Association, biennial meeting at Duke University, Durham, North Carolina.

November 14—Arizona Library Association, annual meeting at Phoenix, Arizona.

November 28—Eastern College Librarians, nineteenth annual conference at Columbia University.

December 28-31—Mid-Winter A.L.A. meeting, Drake Hotel, Chicago, Ill.

April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

Free for Transportation

THE CHISHOLM, Minnesota, Public Library offers the following list of unbound magazines to any library willing to pay for transportation:

American Machinist
Vol. 64 Jan.-June 1926
Vol. 65 July-Dec. '26
Vol. 66 Jan.-June '27
Vol. 67 July-Dec. '27
Vol. 68 Jan.-June '28
Vol. 69 July-Dec. '28

Architectural Record
Vol. 57 Jan.-June '25
Vol. 58 July-Dec. '25
Vol. 59 Jan.-June '26
Vol. 60 July-Dec. '26
Vol. 61 Jan.-June '27
Vol. 62 July-Dec. '27
Vol. 63 Jan.-June '28
Vol. 64 July-Dec. '28
Vol. 65 Jan.-June '29
Vol. 66 July-Dec. '29

Country Life
Vol. 49 Nov. '25-April '26 Nov. and Dec. missing
Vol. 50 May-Oct. '26 July

Electrical World
Vol. 87 Jan.-June '26
Vol. 88 July-Dec. '26
Vol. 89 Jan.-June '27
Vol. 90 July-Dec. '27
Vol. 91 Jan. Mar. '28

Engineering and Mining Journal
Vol. 121 Jan.-June '26
Vol. 122 July-Dec. '26
Vol. 123 Jan.-June '27
Vol. 124 July-Dec. '27
Vol. 125 Jan.-June '28
Vol. 126 July-Dec. '28

Foreign Affairs
Vol. 3 Sept. '24-Oct. '25 Sept. missing

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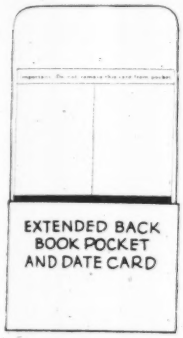

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No. 286-O Unprinted	2.85	4.45	4.30	3.90	3.75
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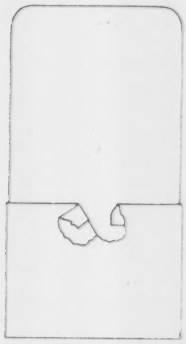

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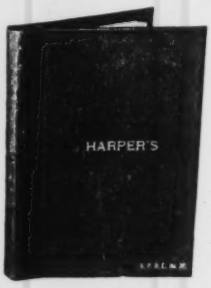

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